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ABSTRACT

This document reports results of the activities engaged in by Leeward Community College in its second year of participation in the Advanced Institutional Development Program. Four primary areas were focused on in the college's development efforts: community outreach, student services, curriculum and instruction, and institutional renewal/staff development. Progress in each of these areas was not uniform. In the community outreach area, needs assessment was begun, outreach counselor training conducted, and a supervision program initiated. In the area of student services, an integrated services complex was begun, a strategy for developing an improved scheduling and registration procedure identified and progress made in the intended direction, and an operational system for granting non-classroom credit initiated. Most energy was expended in the area of curriculum and instruction, with new courses and programs being developed. In the area of institutional renewal/staff development, wide-ranging progress was made, from establishing a functioning office of institutional research to creation of an office of staff and instructional development. Numerous shortcomings in each of the areas which the college was seeking to develop were noted in order that future effort might be directed accordingly. (JDS)

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A REVIEW OF THE AIDP PROJECT AFTER THE SECOND YEAR

BEST COPY AVAILABLE

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December 1976

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Introduction and Chronology

The academic year 1975-76 marked the second year of Leeward Community College's Advanced Institutional Development Program (AIDP) developmental effort. However, it would be more accurate to report that July 4, 1976 found the college a year and a half into implementation. When the original grant was obtained, the college was told that it should spend up to six months in planning activities. The college acceded to this request, and during the summer of 1974 approximately 65 members of the college staff took part in brainstorming sessions regarding possible developmental activities. These efforts were coordinated by the Director of Institutional Research and the Associate Dean for Special Programs and Community Services.

All materials provided by the various task forces were forwarded to the Director of Institutional Research who then prepared the planning document for the original grant in the fall of 1974. In February of 1975 the college was notified that supplemental funds would be available. The Director of Institutional Research, under the direction of the Provost, prepared the supplemental proposal. Many members of the staff offered many worthwhile suggestions. The grant was subsequently funded and the planning documents have regularly been updated and appropriately modified by the AIDP Coordinator and his staff. The two grants resulted in a total of 1.8 million dollars.

The original project addressed itself to four substantive areas. The first area, which was given the lowest priority by the United States Office of Education, involved community outreach. In the area of community outreach, the project emphasis was to be directed at increasing the

college's commitment to public service and to offering off-campus educational services. The three major undertakings of this project component, to date, have been in the areas of off-campus services, community information resources development, and intercultural education programs.

A second major focus was on student services. Emphasis was to be directed at the development of an integrated student services delivery system and the improvement of the scheduling and registration processes. The latter was to be developed through the creation of a data processing advisement system.

The major focus of the initial grant was directed at curriculum development. Efforts in the area of curriculum were directed at both liberal arts and vocational-technical education. These efforts involved the evaluation and revision of the existing curriculum, the development of new instructional materials and the creation of alternative teaching methodologies. Attention was to be directed at the improvement of the administrative and support mechanisms for curriculum development as well.

The last area to which attention was to be addressed was termed "Institutional Renewal and Staff Development." The first project effort in this area was to be the creation of an Office of Institutional Research. The second major effort in this area was to involve the development of a Planning, Management, and Evaluation (PME) system. The third thrust was to involve the development of a strong staff development support component.

In developing the supplemental grant proposal, which in essence was an addendum to the original planning document, those areas which had been

underemphasized in the initial plan were stressed. In the area of curriculum it was decided to focus attention at the development of an integrated developmental skills program. A second area which, was to involve comparatively few funds, involved an overall review of the college's basic instructional program. While few resources were required here, it was considered important to integrate such an activity as part of the overall planning effort. A third program was to involve the development of a student records evaluation program.

Other major areas considered were the development of a data processing access and information capability in institutional research.

The last area to be attended to, through the use of the supplemental funding, involved increasing the administrative and staff support capabilities for the extended day program. As such the supplemental grant complemented the original proposal and allowed for balanced development.

Factors Influencing the Implementation of the Project During the Second Year

Various administrative considerations made it impractical to begin implementation of the project until the fourth quarter of the first year. The schedule for evaluation was adjusted to reflect this revised schedule. Many of those activities planned for implementation, by the end of the first fiscal year, required a six semester schedule. The first annual evaluation was prepared using data gathered through October of 1975.[1]

Prior to the culmination of the activities entailed in the first implementation phase, planning of implementation of phase #2 program efforts began. As a consequence the timeframe for evaluation continues to be a bit uneven. Nevertheless, this review covers programmatic efforts which have been generally undertaken during the 1976 fiscal year.

The report has been organized in such a way as to include program efforts prescribed in the supplemental proposal as well. The major areas to which developmental activities were directed in 1975-76 include the following:

1. community and public serivce,
2. student services,
3. curriculum, and
4. administrative services.

It was originally planned to print and disseminate the narrative regarding the developmental effort in the area of the Planning, Management, and

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[1] Refer to A Review of the AIDP Project After the First Year: Leeward Community College, 1975.

Evaluation system reparately. However, it was decided to incorporate this as part of the over-all evaluation report to achieve greater economies. Perhaps PME has made the college more cost conscious.

What follows is a review of all major program efforts undertaken during the study period. The projects are assessed against objectives and evaluative criteria negotiated, at the outset of the second implementation phase, between the project's administrative staff and those involved in implementation.

However, the review does not cover each of the numerous individual projects as such. Projects are assessed in terms of the program category to which they were assigned.

Community Outreach 1.1.1
Community Needs Assessment

Second Year Objective

At the conclusion of the second PME cycle, a "needs" assessment relative to the educational requirements of the community served by the college will be conducted.

Realization Assessment

The objective was partially realized.

While the initial study was not completed as originally scheduled, needs assessment activities were researched, designed and most of the data were collected. Expectations were exceeded in several areas, including the establishing of formal and informal contacts in the community, the operation of truncated assessment techniques at the Waianae-Nanakuli Education Center, and the successful training and use of community residents as survey interviewers. However, the original target dates for all activities proved to be inordinately optimistic. For example, it was anticipated that the survey would be a 90-120 day project effort. Data were still coming in October, just under one full year from start-up. Much was learned about the needs assessment process and about the particular details of operating the needs assessment activities in the LCC environment.

This year's survey efforts suffered from two major handicaps: 1) misperception of its purpose and role in the overall effort and, 2) several serious disruptions of its schedule.

The second difficulty involved a series of miscalculations, scheduling

problems, and delays. The original schedule was realistic only to the degree that the assumptions incorporated in the estimate were accurate. These assumptions were that the survey director would have no other major duties during the period, that the necessary staff could be brought on board as rapidly and easily as needed, and that no unusal difficulties would be encountered. These assumptions proved incorrect. The staff charged with conducting the survey was not available until August of 1975. By that time, it had become apparent that the regular duties of the coordinator would leave comparatively little time to conduct the survey. Recognizing this, two adjustments were made. The original plan of conducting all three survey activities simultaneously was scrapped in favor of a plan which called for the data to be collected in three separate phases. The most difficult, the door-to-door survey, was scheduled to commence around Christmas and run for 45 days. The mail-out was to follow and run for another 60 days. The "collector point polling" was to be conducted during the early summer. This phase was subsequently cancelled. It was determined that the data collected by the WNEC efforts would be sufficient to obtain first hand community sentiment.

The design called for the recruiting and training of community members and students to conduct the door-to-door surveys. This was deemed a crucial variable and was retained in spite of further unforeseen delays. The planning had assumed that interviewers could be hired relatively quickly and without complication. This did not turn out to be the case. Future efforts will have to rely on a new method of hiring outside help or make use of student help exclusively.

The Office of Institutional Research (OIR) developed the computerized

technique for drawing the various samples. The OIR programmer generated the samples using the tax map key tapes. This office also produced all of the labels for the mailed questionnaire.

The door-to-door segment was launched in early January and concluded in late February. Aside from the delays, the use of community persons was a resounding success. In comparison to other survey efforts in Hawaii, the interview survey achieved commendable results. The completion rate was quite high, the error rate low, the complaint rate negligible, and the cost-per-interview much lower than predicted. The questionnaires were coded, and sent to the consultant. An analysis design was developed and programmed for processing by a computer. The data were reduced and analyzed as appropriate. The consultant confirmed that the analysis program would indeed provide the results desired.

The mail survey was conducted in August. Only one mailing was sent out. As of October the return rate was about 30%. Data were being coded as of this writing.

Other Evaluative Criterion

The college will develop an on-going needs assessment process.

Realization Assessment

This objective was realized.

The experience of the first year's efforts has provided information about what is practicable and which techniques provide the most useful data. This experience will greatly expedite on-going needs assessment activities planned for subsequent years.

Community Outreach 1.1.2
Outreach Counselor Training

Second Year Objective

At the completion of the second PME cycle, 85% of the attendees at in-service workshops for community agency counselors and outreach workers will successfully complete the training.

Realization Assessment

This objective was realized.

Over 85% of the participants successfully completed the program according to the instructor's records.

The 35-hour training program for twenty-five community agency counselors, including the four full-time outreach workers of the college's Waianae-Nanakuli Education Center was presented during the spring semester of 1976. It was designed for those persons who were interested in providing counseling services to clients seeking to enroll in post-secondary-educational programs.

The counselor in charge of the project and the Associate Dean for Community Services decided on the final structure of the workshop curriculum.

Potential attendees were recruited from among those agencies currently serving as referral points for students coming to Leeward Community College. Counselors from Waianae-Nanakuli Education Center, Barber's Point N.A.S., Schofield Barracks, Naval Communications Station at Wahiawa, Fort Shafter, Hickam Air Force Base, and Wheeler Air Force Base were invited. In addition, outreach staff of the Office of Special

Programs and Community Services and the outreach workers attached to the Senior Citizens Program attended the training.

The training sessions began on February 24 and finished on April 8. The training was divided into three phases. Phase I gave an overview of the college and the programs of the University of Hawaii system. Admission procedures were covered in detail. Phase II gave each participant a greater awareness of the cultural diversity at the attendance areas served by the college. Attention was also directed at the influence of socio-economic and cultural variables on counseling and learning styles. Phase III involved human relations training.

The people attending represented a cross-section of the community served by the college. Included among those who attended were a ranking Samoan leader, persons of Hawaiian, Filipino, and Japanese backgrounds as well as Caucasians and Blacks, who constitute a major share of the military persons stationed in Hawaii and who attend LCC. From the military base education offices, officers, enlisted men and civilian counseling employees attended.

Informal feedback, which was incorporated into the sessions by the trainer indicated a strong desire on the part of the participants to actually visit the facilities and personnel rather than merely have them described. Several sessions were devoted to making visits to the various campus facilities and allowing the participants to interview the program administrators and faculty. Questions most often asked involved the possibility of taking a particular program off-campus and the feasibility of part-time students getting into the particular programs. These concerns have been made known to the Coordinator of Community Education.

Community Outreach 1.2.1
Community Information Resource Center

Second Year Objective

At the conclusion of the second PME cycle, the CIRC advisory committee will prepare a report relative to the quality of CIRC materials.

Realization Assessment

The objective was not realized

The center has not been organized as yet.

Other Evaluative Criteria

Criterion 1

At the conclusion of the second PME cycle, the CIRC user's log will reveal that at least 25 persons have visited the center each month.

Assessment

This objective was not realized. The center has not been organized as yet.

Criterion 2

At the conclusion of the second PME cycle, the CIRC log will reveal that 75% of those using the center found the services satisfactory.

Assessment

The objective was not realized. The center has not been organized as yet.

Criterion 3

At the conclusion of the second PME cycle, the Associate Dean of Special

Programs and Special Services and the Librarian will find the CIRC status report helpful.

Assessment

This objective was partially realized. While a formal report has not been prepared, information regarding the status has been informally circulated. Little work on the project has taken place since the resignation of the former Associate Dean for Special Programs and Community Services.

Community Outreach 1.3.1
Interdisciplinary/Intercultural Drama

Second Year Objective

No second year objective was specified for this project.

Realization Assessment

No objectives were specified for this project for FY-76 because little program activity was planned for this time segment. However, some planning did take place and some funds were expended. Travel money was used to allow the coordinator, of this particular project component, to study theatre and drama education activities taking place across the country which might have a bearing on Leeward's developmental effort.

Community Outreach 1.4.1
Extended Day

Second Year Objective

At the end of the second PME cycle, a survey of faculty, administrators, and extended day students will show that at least 75% of each group feels there has been an improvement in the supervision of the extended day program.

Realization Assessment

Progress towards the realization of this objective has been made.

A survey instrument appropriate to the solicitation of relevant feedback for faculty and students has been developed. It has been extensively reviewed to ascertain construct validity.

Arrangements have also been made with the Office of Institutional Research to code, keypunch, and analyze the data. Administration of the instrument to students and faculty is expected in the late fall.

It has been decided to obtain informal evaluative feedback from the administrative staff.

Other Evaluative Criteria

Criterion 1

The number of extended day students completing developmental skills courses will increase by 20% over the previous year.

Assessment

This objective was not realized, although progress was made.

Data on completion rates for extended day students in developmental

courses were extrapolated from Computer Report 3048B (refer to Tables 1 and 2). They revealed the completion rate for 1974-75 was 62%. It increased to 65% for the academic year 1975-76. As a consequence, while progress was made, the specific criterion was not attained. Class schedule and course registration data show that there was an increase from 12 to 16 sections during the assessment period and that enrollment in these programs increased by 17%.

Criterion 2

As part of his over-all responsibilities, the Coordinator of Extended Day will assign all instructional space to the various divisions.

Assessment

This objective was realized.

The Coordinator of Extended Day has completed a master inventory of all instructional space and assigned the various rooms to the division, which in each case, seemed most appropriate.

Criterion 3

As part of his over-all responsibilities, the Coordinator of Extended Day will monitor facilities usage for the purpose of assigning available rooms for non-instructional purposes to campus and other interested community groups involving such request.

Assessment

This objective was realized.

The Coordinator of Extended Day successfully assumed and carried out his responsibility.

TABLE 1

SUMMARY OF COURSE COMPLETIONS
FOR EXTENDED DAY
DEVELOPMENTAL STUDENTS
FOR 1974-75

Course	Completion N	Non-Completion N	Enrolled N
Fall 1974			
Eng 45	83	44	127
Math 25	54	45	99
Math 27	20	11	31
Read 001	60	40	100
Spring 1975			
Eng 45	101	31	132
Math 25	70	45	115
Math 27	30	23	53
Read 001	85	69	154
Total	503	308	811

TABLE 2

SUMMARY OF COURSE COMPLETIONS
FOR EXTENDED DAY
DEVELOPMENTAL STUDENTS
FOR 1975-76

Course	Completion N	Non-Completion N	Enrolled N
Fall 1975			
Eng 45	98	32	130
Math 003	51	28	79
Math 23	18	12	30
Math 25	61	38	99
Math 27	23	9	32
Read 001	119	46	165
Spring 1976			
Eng 45	70	50	120
Math 003	63	41	104
Math 23	17	15	32
Math 24	38	23	61
Math 25	16	11	27
Math 27	25	15	40
Read 001	84	42	126
Total	683	362	1,045

Student Services 2.1.1
Kokua Center

Second Year Objective

At the completion of the second PME cycle, at least 4 students exposed to the Kokua Center training program will judge their training appropriate for the job.

Realization Assessment

This objective was realized.

The students received training in January. Audio and video materials were devised to support the training program. An information questionnaire designed to assist in the development of communication skills and participatory management techniques was also employed. In addition, arrangements were made for students to participate in an A-V workshop and to meet with the school nurse to learn about dealing with medical emergencies. All the activities were consolidated into a three-day training session.

A half-day workshop presented by the Media Center gave students skills and practice in bulletin board construction, lamination, lettering and various other basic skills in the audio-visual area. The training entitled the Kokua Center staff to later produce materials at the Media Center for Kokua Center.

All students expressed satisfaction with their training and have operated the center effectively since its opening in January.

Other Evaluative Criteria

Criterion 1

An analysis of the user's log will reveal that the center is receiving an average of 50 inquiries for assistance a day.

Assessment

This objective was realized.

The average daily number of requests for assistance in the spring semester of 1976 was 65.

The following are the representative types of information and service provided by the center:

(1) Academic Information - involving names and locations of instructors, divisions, and learning centers.

(2) Student Services - involving programs, activities, and services available.

(3) Facilities - location and function of various buildings and offices.

(4) Community Information - off-campus educational centers, social services agencies, and transportation.

(5) Miscellaneous Services - message exchange, lost and found, campus mail, bulletin boards, and directions.

Criterion 2

A study of user satisfaction will reveal that 75% or more of those making inquiries were pleased with the assistance received.

Assessment

This objective was realized.

An informal study of user satisfaction conducted in the spring of 1976 revealed that about 90% of the respondents were "satisfied with the help they received."

Student Services 2.1.2
Career Development Center

Second Year Objective

At the conclusion of the second PME cycle, at least 25 students will have completed job preparation training and 75% will have found this training satisfactory.

Realization Assessment

This objective was realized at least in part and possibly en toto.

Twenty-six students satisfactorily completed training. However, there are no data relative to student satisfaction with the program. There are also no data available which would permit an assessment of the effectiveness of the program in enabling participants to develop coherent career plans.

Other Evaluative Criteria

Criterion 1

An average number of 150 students per month will make use of the Career Development Center.

Assessment

This objective was realized.

A monthly average of 500 students used the center during the spring semester. A "user's" card was developed to obtain this information. Unfortunately, this practice was discontinued and each individual staff member is now keeping an individual tally of student contacts. The veracity of these more recent data will be more questionable.

Criterion 2

A user's satisfaction study will show that at least 75% expressed satisfaction with the assistance given.

Assessment

This objective was realized.

Item number 7 on the "user's card" provided the respondent with an opportunity to report on his or her satisfaction or dissatisfaction with the service received. Ninety-five percent of the respondents indicated they were satisfied with the service they received.

With the shift of the reporting mechanism to individually maintained tallys, it is unlikely that this criterion can be accurately assessed. It would be difficult for a student to express directly to any of the professionals involved that he or she was dissatisfied with the service provided.

Criterion 3

A student survey will show that at least 40% expressed an awareness of the Career Development Center and its functions.

Assessment

This objective was realized.

Two hundred and forty-seven students were surveyed. The sampling procedure employed is open to question. However, of those responding to the questionnaire, 166, or 67.2%, reported they were aware of the center's existence.

Criterion 4

The college will undertake special efforts to make students more aware of career opportunities.

Assessment

This objective was realized.

The Career Development Center organized and conducted a Career Fair. A number of private and government agencies provided displays. Reactions and attendance were generally good.

Student Services 2.2.1
Computerized Registration

Second Year Objective

At the end of the second PME cycle, the administrative staff and division chairmen will report the computer scheduling and registration is operational and suitable for trial use for fall semester scheduling and registration.

Realization Assessment

This objective was not realized.

The college had originally hoped to purchase a software package that would expedite the schedule building process and automate the registration process. A consultant was to be hired to adapt the system selected to the colleges particular needs. This person was also to have supervised its installation. However, no suitable software product was available. As a consequence the strategy for achieving the desired end was changed. It was decided to solicit the services of a full-time specialist to design and install a system specially designed to meet the needs of the college. No firm conceptual design has yet been determined. At the time of assessment the college had identified a suitable candidate for the job in question.

It was also decided to have the programmer and college registrar canvas colleges in the western states area having experience with computerized systems, to obtain ideas for a system for Leeward. An itinerary was in the process of being finalized as the review period came to a close.

Student Services 2.3.1
Student Records Evaluation

Second Year Objective

At the conclusion of the second PME cycle, the Registrar and the Associate Dean of Students will certify that procedures for granting advanced standing have been designed and accepted for implementation.

Realization Assessment

This objective was realized.

In January of 1976 a Student Records Evaluation Specialist was employed. She spent 3 months analyzing the functions to be performed. A faculty advising committee was established to help develop guidelines for awarding credit for all relevant non-classroom experience or training. This incorporated the existing credit by examination, independent study, foreign credits, and transfer credits. Six other options were identified as being appropriate for the granting of non-classroom credit. These options included: equivalency examinations, advanced placement examinations, experential credit, military courses, other non-collegiate courses, and correspondence courses.

The recommendations from the faculty ad hoc committee were approved by the Curriculum and Academic Development Committee. The Faculty Senate subsequently approved and the Dean of Educational Services and the Provost concurred. This provided the necessary institutional legitimation. A "College Credit Equivalency Program Manual of Policies and Procedures" was then published. In May of 1976 processing of applications for non-classroom credit was initiated.

Other Evaluative Criterion

At the conclusion of the second PME cycle, the Registrar and the Associate Dean of Students will certify that assessment on granting life experience and other non-traditional educational credit have been completed.

Assessment

This objective was realized.

Between May and September of 1976, 147 requests for credit for non-classroom educational experience were processed by the Student Records Evaluation Specialist. These applications are summarized by type as follows:

Case #	Month	# of Cr.	Type of Credit Earned	Source of Credits
1	May	4	Experiential & Non-Collegiate	Navy
2	May	4	Non-Collegiate	Navy
3	July	18	Experiential & Non-Collegiate	Private Industy, Air Force
4	Sept.	26	Experiential	Journeyman for 16 yrs.
5	Sept.	3	Experiential	Private Business, Institutional Exam
6	Sept.	3	Non-Collegiate	Certification (City & County), Army

Cases Closed - Credit Granted: 6

Cases Closed - No Credit Granted: 7

Cases Still in Process: 134

Total Cases Since CCEP Established at LCC: 147

In addition, three on-campus and two off-campus orientation services have been held to acquaint students with the services provided. The Student Records Evaluation Specialist has attended three conferences on the mainland having to do with credit for life experience.

Curriculum Development 3.1.1
Curriculum Revision: Program Development

Second Year Objective

At the conclusion of the second PME cycle, three new career programs or options will have been developed.

Realization Assessment

This objective was realized in part.

One new program was implemented. This was in the area of graphic arts. However, graphic arts program had been previously approved. The instructor for the program had spent the previous semester in curriculum development and began formal instruction during the spring of 1976. However, the program was first introduced during the year in question.

In the area of business education there are three major areas of program emphasis. These are: accounting, secretarial, and management. For system-wide reporting purposes, computer science is also considered a program alternative. However, administratively it resides in the Math-Sciences division.

Recently, a good deal of attention has been directed at the management program. During FY-77 two areas of specialized study were included as options. These areas were retailing and banking.

Some adjustments were also made in the area of training for credit union operations. However, none of these changes constituted a new program or required Board of Regents approval. Nevertheless, the developmental effort in the management area did provide new curricular alternatives and did allow students greater flexibility in their career planning.

Curriculum Development 3.1.2
Curriculum Revision: Course Development

Second Year Objective

At the conclusion of the second PME cycle, at least five new courses will have been developed.

Realization Assessment

This objective was realized.

During the period in question, eight new courses were developed. The business education division provided the largest contribution. They involved the following:

Management 40: Credit Union

Management 41: Credit Union

Management 25: Bank Operations

Management 30: Retailing

Office Procedures 20: Filing

Office Procedures 24: Duplicating

Office Procedures 35B: Machine Transcription

An allied course in Economics was also developed.
This was:

Economics 26: Money and Banking

Certificate of Achievement can now be obtained with an emphasis in Retailing, Banking, and Credit Union Operation.

Curriculum Development 3.1.3
Curriculum Revision: Women's Studies

Second Year Objective

At the conclusion of the second PME cycle, the Women's Studies Program will have conducted a workshop, organized at least one new course, and developed a center that will provide service for 100 or more students a month.

Realization Assessment

This objective was realized on all three counts.

The coordinators of the Women's Studies Program conducted a statewide workshop during the spring of 1976. The event was well attended and attendees gave the workshop favorable ratings (refer to Appendix A). As part of the workshop, an inventory of community resources available to women was conducted. The data collected during the workshop was subsequently published in a directory (refer to Appendix B for a summary of the inventory).

A center for Women's Studies was located in the General Technology building. A review of the log indicates that the average number of persons making use of this facility was in excess of 100 per month.

One course in Women's Studies was offered during the spring of 1976. The course, WS-297, was entitled "Female Sex Roles and Stereotypes: Perspectives from Anthropology, Religion, and Literature." It was team taught by subject matter specialists from each of the relevant disciplines. This course will not be offered again. Its content will be incorporated into two new courses which will be presented for the first time in the spring of 1977. These courses were approved during the 1975-76 academic year.

The courses are WS-290B and WS-290C. Both are "topics" courses. The B designation indicates a Social Science offering and the C indicates that the courses is sponsored by the Arts and Humanities division.

Curriculum Development 3.2.1
Instructional Materials Development:
Acquisitions and Developmental Efforts

Second Year Objective

At the conclusion of the second PME cycle, a perusal of purchase orders will reveal that materials have been developed or purchased for at least 15 courses.

Realization Assessment

This objective was realized.

Records maintained by the AIDP secretary reveal that materials were either developed or purchased for over 20 courses. The list of materials solicited and/or developed is too voluminous to duplicate here. There were 184 different inquiries to commercial firms for products or materials which could be used to develop educational resources during the 1976 fiscal year.

The program development specialist also exercised considerable initiative in seeking out materials he felt would complement various project efforts. These materials were shared with the general faculty. Most of these kinds of materials did not involve cost. More that one written query each working day was processed during the study period. Materials were also solicited for the resource center of the Office of Staff and Instructional Development. A third type of materials acquisition involved major purchases for basic educational products. There were about 16 basic acquisitions of this type during the year.

Other Evaluative Criteria

Criterion 1

Faculty members using materials developed during the first and second

year of the project's operation will express satisfaction with these teaching resources.

Assessment

This objective was generally realized.

A review of the various final reports submitted to date by faculty members involved with such program efforts indicates general satisfaction. One characteristic problem appears to have been the tendency to underestimate the time required in developmental efforts. Schedules frequently had to be revised to reflect more realistic timelines.

Criterion 2

At least 75% of the students using AIDP materials will find these resources helpful in their learning.

Assessment

This objective was not realized.

Not all materials have been tested as yet. Some are still undergoing formative evaluation and review. Many of the materials which were developed locally were also being revised.

In some projects, data were not collected. It is recommended that all materials acquisition or developmental projects implement the summative evaluation component of their project in order to assess any differential effect that their use may produce. Almost all project efforts had some evaluation design in their proposal. However, in many cases, faculty members simply failed to collect the data or keep the necessary records.

Curriculum Development 3.2.2
Instructional Materials Development:
Individualization of Instruction

Second Year Objective

At the conclusion of the second PME cycle, the Dean of Educational Services will certify that materials developed or acquired as part of this program have contributed to the individualization of 5 or more courses.

Realization Assessment

This objective was realized.

Five courses have largely been reorganized through the use of program materials to facilitate individualization of instruction. These courses were in the following program or discipline areas:

(1) accounting
(2) chemistry
(3) communication/basic skills
(4) food service
(5) geography
(6) music
(7) psychology

These individualization strategies requiring materials development involved such things as computer-assisted instruction, tutorial assistance, and audio-tutorial, i.e., sound-on-slide, video tapes, and cassette tapes with scripts.

Curriculum Development 3.3.1
Integrated Skills Development: VCIP Model

Second Year Objective

At the conclusion of the second PME cycle, class records will reveal that at least 90 students have enrolled in a developmental curriculum modeled on the Veteran's Cost of Instruction Program.

Realization Assessment

This objective was realized.

In this program students were advised to take an eight week, six credit core of courses. They were selected for inclusion in the program on the basis of their diagnostic test scores. Most were older students who have been out of high school for some time and have had no prior record of college attendance.

The integrated program consists of reading, English, history, and self-development. During the period of enrollment they take no regular courses other than history. In the experimental project, over 40 students were enrolled each semester.

Unfortunately, little systematic evaluation data were gathered despite the fact that the project was highly amenable to an experiment-control design. The original project coordinator termed the results inconclusive.

When the Learning Skills Coordinator was hired, she attempted to salvage some of the fall data. Working with pre-and post-test scores produced from administrations of the Nelson-Denny Reading Test, she attempted to ascertain whether there was a relationship between the learning gains evidenced on this criterion and resulting history grades. No relationship

was apparent. In other words, students who did well in reading did not do commensurately well in a college-level history course. Sixty percent of all students failed to complete the history course with credit. In the view of the Learning Skills Coordinator, the intervention variable may not have been implemented as originally planned.

During the spring semester the program was more carefully monitored. The procedure for advising the students regarding the program was modified.

There was no significant correlation between reading improvement, as measured by pre-and post-test scores, and the completion rates in history. Some improvement in the history completion rate was noted in the spring. During that semester, only 43% of those originally enrolled in the history course failed to pass. It should be mentioned that a different history instructor participated in the spring program.

In the summer the Learning Skills Coordinator organized a task force to reconceptualize the integrated core. The primary recommendation was that 1976-77 should be devoted to curriculum development efforts. Some consideration was also to be given to administrative reorganization which might involve, in part, the creation of a separate developmental skills division.

Curriculum Development 3.3.2
Integrated Skills Development: GED Model

Second Year Objective

At the conclusion of the second PME cycle, 75% of the curriculum for this developmental program will have been completed.

Realization Assessment

This objective was realized.

The program is designed to give students, who have not completed high school but are 18 years or more of age, the skills and knowledge necessary to pass the General Education Development (GED) Test. It is a non-credit program that is offered to interested students at no expense to themselves. The program is open entry/fluid exit with the exit criterion being the successful completion of the GED test. The subject areas covered are reading, social science, math, natural science, and English. Reading is taught as part of the social science and natural science component.

A consultant was hired to develop the instructional framework for each of the curriculum components. Task force members developed the various instructional strategies based heavily on the "Interaction approach." This approach places primary reliance on peer tutoring.

The program was scheduled for implementation in the fall of 1976.

Other Evaluative Criterion

The components of the various learning strategies, which have been field tested, will be assessed as being adequate by the Office of Institutional Research, Division Chairman of Language Arts, the Associate Dean of Community Services, and the Dean of Educational Services.

Assessment

This objective was not realized.

The off-campus delivery system was discontinued for various reasons. None of the individuals or offices designated to review the report have seen any information or data relating to "try outs" or "field testing." It is assumed that no field testing *per se* has taken place.

Institutional Renewal and Staff Development 4.1.1
Institutional Research

Second Year Objective

At the conclusion of the second PME cycle, the Office of Institutional Research will have been staffed and have functioned as an integrated unit for six months.

Realization Assessment

This objective was realized.

By March 22 all staffing, as called for in initial planning document and supplemental proposal, had been completed. A computer terminal was installed and a system for processing information and research service requests had been developed. Forty-seven requests for management information, evaluation, and research were received from administrative staff members and faculty. Thirty five had been completed as of the cut-off date for the assessment and work was progressing well on those most recently received. The requests were diverse in nature. They ranged from such things as evaluating the summer semester counseling program to generating data for advising students in the area of mathematics. The single request involving the most amount of time came from the Community Services office. It involved the development of a sampling procedure and the generation of lists and mailing labels for the community needs assessment.

The list of projects initialed through the Service Order Request Procedure is as follows:

76-1 Report on Success of Students in Courses as a Function of Reading and Math Scores.

76-2 Number of Veteran Students who First Attended in Fall, 1975.

76-3 Profile of Sections Offered Overlayed by Student Headcount.

76-4 Mailing Address Labels for LCC Journal.

76-5 Marginals & Measures of Central Tendency for Fall & Spring "76" Test Data.

76-6 Voc-Tech Follow-up for Accounting Certificate Students: Relevant Marginals for Population.

76-7 Evaluation of Community Open House Through Written Visitor Evaluations.

76-8 Address Labels for Clerical Staff Members.

76-9 Headcount of Day/Evening Students with 12/20 Credits.

76-10 Enrollment and Completion Ratios for Social Science courses.

76-11 Alphabetic listing of Students in Math Courses During Summer 1976.

76-12 Alphabetical Listing of All Veterans.

76-13 Number of Courses, Total Credits, and Students Enrolled in certain Social Science Classes During 1974-75.

76-14 An Analysis of Questionnaires Administered at Women's Educational Project Conference.

76-15 Item Analysis Program for Test Validation.

76-16 Labels Printed by Selected Category for Community Service.

76-17 Mailing Labels - Student Names, Address, Number of Credits Earned, Registration Appointment Time and Date for Student Services.

76-18 Listing of Numbers of Full-time Instructional Staff by Salary Categories.

76-19 Test Data Summaries for Psychometry.

76-20 Name & Address Labels of Graduates Receiving an A.A, A.S, or Certificate of Achievement During 1975-76.

76-21 Analysis of Summer Counseling Services Data.

76-22 Follow-up study on Komo Mai Students.

76-23 Career Development Center Survey.

76-24 Kudar-Richardson Formula 20.

76-25 Item Analysis.

76-26 Analysis of Orientation Inventory.

76-27 Follow-up on VCIP Students.

76-28 Item Analysis.

76-29 Item Analysis.

76-30 Figures to Justify State Vocational Education Funding Requests.

76-31 Mailing Labels for Community Services.

76-32 Follow-up on AIDP Package for Fall 74 & Spring 76 for Grade Distribution.

76-33 Age Distribution of AIDP Developmental Package and Distribution of Answers to 1-17 on Student Data Sheet.

76-34 Follow-up on "Piggyback" Developmental Sections and Grade Distribution.

76-35 Develop A Health Services Information Form.

76-36 Mailing Labels for the Office of Community Services.

76-37 Program Review Data for Arts and Humanities.

76-38 Program Review Data for Language Arts.

76-39 Mailing Labels for a Community Outreach Project.

76-40 Reiterative List for Distribution of the AIDP Journal.

76-41 Special Events Distribution Program.

76-42 Reiterative List for Special Events Newsletter.

76-43 Special Programs Label Project.

76-44 Self-Advising Project for Counseling Division.

76-45 Distribution of Student Body in Terms of Sex and Full-time/Part-time Status.

76-46 Distribution of Female Students by Age.

76-47 Development of Survey Form for Needs Assessment of Extended Day Students.

Other activities undertaken at the initiative of this unit included development and maintenance of the campus-indexed Management Information Summary. The information for this expanded document came from two sources. The first involved all types of systems reports and studies. These emanate from such places as the Management Systems Office, the Office of Analytical Studies and the Long-Range Planning Office. Data relevant to Leeward Community College were extrapolated, reformated and indexed for ready reference. The second service

involves data generated internally. Data on such things as theatre usage, library circulation, and health services dispensed were regularly gathered, summarized and indexed for inclusion.

The unit developed the Master File capability, experimented extensively with the Adaptable Data Base System, and provided the college's input for the Information Exchange Procedures. These and other related activities will be discussed in greater detail in those sections of this report dealing with the PME.

The Office of Institutional Research also facilitated the collection, organization and analysis of data for such things as the Educational Planning Profiles, Annual Reports, and the Educational Development Plan. The unit also prepared various miscellaneous information and reports as requested by the Provost.

Institutional Renewal and Staff Development 4.1.2
Planning, Management, and Evaluation

Second Year Objective

At the conclusion of the second PME cycle, a taxonomy of objectives for each program and division will have been negotiated.

Realization Assessment

This objective, as expanded in scope, was realized.

During the late spring and early summer months, the Director of Institutional Research worked with the Provost to develop a methodology whereby objectives for all instructional areas could be identified. An instrument was developed for soliciting the relevant information such as goals, objectives, and target groups. Specified target groups were to be listed in order of relative importance.

For the liberal arts, the goals, objectives, and target groups were to be organized at the discipline level. For vocational-technical areas the information was to be summarized at the program level. For community service, the material was organized in terms of departmental structure.

Those members of the Administrative Council having relevant responsibilities relative to this exercise were given necessary copies of the worksheets along with a completed sample. The input provided the Director of Institutional Research was then edited. The edited copies were then returned to the program people for reaction. In some instances, the review and edit process required three different exchanges and reviews.

The resulting taxonomy of goals and objectives represented substantial

concensus. The objectives specified do not always prescribe a specific measurable criterion for assessment purposes. However, all are amenable to some sort of measurement and at least suggest the parameters necessary for realization.

Other Evaluative Criteria

Criterion 1

The college will fully implement the Adaptable Data Base System (ADABAS).

Assessment

This objective was realized.

During July of 1975, the Management Systems Office (MSO) made available the software whereby the college could make use of the ADABAS system. ADABAS is an information retrieval system which has many of the apparent attributes of an on-line system. However, the data bank from which it operates is developed six weeks into each semester by duplicating the most current files available on students, faculty, course offerings, grade records, and physical facilities records. It is accessed via a simplified program language, termed ADASCRIPT. At Leeward's request, MSO also provided the college with an extract capability. The extract capability allowed the college to retrieve information in a form in which it could be manipulated by computer for statistical analyses.

Utilization of the information retrieval system was increased by the addition of data processing personnel to the staff and the acquisition of a cathode ray tube computer terminal (CRT) connected to the Manoa central computing facility. The technical staff made the great majority of the queries. Most

queries resulted from formal requests for information submitted to the Office of Institutional Research. In the period of January 1, 1976 to July 30, 1976, 10 service requests were received for which the ADABAS system could be used. Eight of these were successfully processed. Two of the service requests could not be processed because of an absence of one or more variables in the ADABAS structure.

A complete trouble log was maintained and information regarding the problems and successes of the developmental effort were shared with the MSO technical staff. It is anticipated that the use of this valuable resource will increase as developmental bugs continue to be identified and eradicated.

Criterion 2

The college will successfully complete one entire input cycle relative to the Information Exchange Procedures (IEP) project.

Assessment

This objective was realized.

All input was produced and forwarded to the Office of Analytical Studies for processing in accordance with a general schedule mutually agreed upon. As this was a developmental effort, considerable time was spent refining procedures and agreeing upon definitions. Considerable attention was also directed at making adjustments in the manual procedures that had been employed in previous University efforts. Leeward Community College found it more efficient to forward its input in machine-readable form. The college also initiated discussions regarding the feasibility of accessing the fiscal information using centralized data processing.

There were three basic sources of input necessary for the performance of

code crossed over to several IEP-PCS codes. The most inclusive of these codes were used where possible. In a very few instances, crossovers were not possible and the PCS code was left blank. A special program was written to produce the "task" records.

All work was completed on schedule and the Analytical Studies Office forwarded the analyses early in the fall semester.

Criterion 3

At the conclusion of the second PME cycle, the college will have performed one or more exercises related to those prescribed in the NCHEMS Academic Unit Planning Model.

Assessment

This objective was realized.

The developmental effort preceded at an accelerated rate. This was not anticipated but was accomplished in conformity to system-wide priorities. However, things appear to have developed in a manner which could be considered desirable. Mr. Glen Miyataki, who was responsible for the development of the Academic Unit Planning Model at NCHEMS, consulted with the AIDP staff. Preliminary planning work was also undertaken with division administrators. This was possible due to Mr. Miyataki's departure from the NCHEMS organization. He has subsequently been employed by the Vice President for Academic Affairs and is pursuing similar types of activities at the systems level.

The basic purpose of the discussions was to explore the essential elements of first level planning. As this program was developing, a request was received from the Chancellor's office to develop a six-year planning profile using student credit hours as the critical criterion for planning. This

the various IEP program analyses. These were the "student data module," the "account crossover module," and the "personnel data module."

The major purpose of the student data module was to generate a viable and accurate crosswalk between SIS curriculum codes and the HEGIS codes. Leeward, unlike many other institutions participating in IEP programs, tried to adhere as closely as possible to the NCHEMS prescriptions involving technical and substantive concerns. The Office of Analytical Studies did create some new HEGIS codes. Those working on the project at the systems level were generally more inclined to assign codes reflecting a vocational emphasis than was the college. Discrepancies as to correct code assignments between the college and the systems office were resolved as they became apparent.

Considerable deliberation preceded the preparation of the account crossover module. It was finally decided that these data could best be extracted from centrally maintained records. A program was written which permitted the automatic extraction of data and construction of the necessary general ledger records. The college verified the accuracy of the resulting product.

The personnel data module was the most interesting to assemble. Three types of records were required; these were "person," "fund," and "task." Service data for person records were taken from the Faculty Course Load Report #0110. Account titles and IEP-PCS* codes were extracted from the MSO Crosswalk Table to insure compatibility. In the process of generating the fund records, 14 fiscal account codes were discovered which were unidentified in the MSO Crosswalk Table. In several cases, a given account

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*Information Exchange Procedures - Program Classification Structure.

requirement essentially necessitated the revision of the AUPM activities and the acceleration of the developmental effort. As a consequence, two planning efforts were undertaken simultaneously.

The Dean of Educational Services requested that all divisions submit a projection of student credit hours for the next six years. They did so and a careful edit followed. The edit took place in conformance with the parameters established through the second planning effort. This involved referencing the faculty-generated projections against the overall student credit hour projections produced by the Financial Planning Model (FPM). The gross FPM was supplied by the systems office. However, it did not specify the projections in terms of specific disciplines. These prorations were conducted by the Office of Institutional Research (OIR). While greater time for consideration and deliberation would have been desirable in the process, the exercise itself, which conforms the basic intent of the AUPM, was largely successful.

Criterion 4

At the conclusion of the second PME cycle, the college will have initiated one outcomes measures exercise.

Assessment

This objective was realized.

As one element of the PME developmental effort, Leeward Community College intended to conduct a survey of alumni satisfaction. This was to be conducted in conjuction with the needs assessment. However, the University's Survey Research Office also decided to conduct such a survey. People will only tolerate so many surveys. As a consequence, it was decided to give

the University's inventory of graduates precedence. Suggestions regarding the content of the survey form were solicited by the University's Survey Research Office. The Leeward campus provided input as requested.

Previous experience with such surveys has indicated that the percentage of return is enhanced if the local college address is used and if the follow-up is initiated and pursued locally. As a consequence, the college agreed to act as the primary agent for organizing the return of the graduate survey. Return envelopes were prepared and matters involving the administration of the questionnaire were systematically planned with the University's Survey Research Office.

Next year only two pages of the Alumni Survey will be devoted to University concerns. The remaining two pages will be allotted to each college to use as they see fit. This will allow Leeward Community College to generate the type of data it needs to fulfill its Outcomes Measures component of the Planning, Management and Evaluation system.

Criterion 5

At the conclusion of the second PME cycle, the college will have enhanced its Planning, Management and Evaluation system by developing a Master File which incorporates all relevant sources of information regarding the student body.

Assessment

This objective was realized.

There were three purposes for which the Master File developmental effort was undertaken. They were to:

(1) collect and summarize data on student characteristics and aspirations not otherwise available.

(2) edit and summarize reading test data collected over the last six year, and

(3) test the feasibility and utility of a Master File which would combine student data derived from numerous sources.

All three purposes were realized. Many other insights were also obtained as the result of testing the Master File's utility.

A student survey was conducted as part of the exercise. The resulting data were of substantial interest. Comparatively few students claimed they were attending the college for the purpose of occupational training. Less than 20% reported attendance for the purpose of obtaining an A.A. or A.S. degree.

The largest two ethnic groups on campus proved to be Japanese and Caucasians. Filipinos appear to be the group which will increase their proportinate representation in the next few years.

About 3 of every 5 students reported their father's occupation as one which would be classified as "blue collar." Only about 10% of the students claimed their fathers had completed a baccalaureate degree. Very few students came from family units with high or moderately high incomes. Most were either living at home or living with their spouse.

The picture obtained from these data is of a generally ambitious student body of modest means. The average Leeward student does not fit the mold of what has traditionally been considered the typical college student.

However, the student body does resemble that which has increasingly been emerging as typical of the community college. Our students are not highly career oriented as such. However, they are characterized by aspirations of a non-specific nature.

Reading achievement test data, dating back to 1970, were edited and summarized. Various measures of central tendency and descriptive statistics were computed. These data and the information gathered in the survey were correlated with the appropriate SIS files to form a Master File.

The resulting Master File was tested for utility. This was done by evaluating the predictor capability of several explanatory variables against two possible criteria or outcome variables. The two performance variables used were grade point average and total number of credits completed successfully. The analyses provided the staff with information about the utility of various diagnostic tests used during student orientation.

The Nelson-Denny Reading Test proved to be the best predictor. Students doing well on the test intended to generate superior grades. The difference in means was highly significant.

The algebra test also discriminated on this criterion but at a less significant level than the reading test.

High levels of discrimination having statistical significance were used in interpreting the results of the difference of mean tests. As a consequence, the math test did not meet the rigorous level posited for evaluation purposes. It appears to be the least valid of the tests in terms of predicting academic achievement.

Three non-school variables were also tested as possible predictors of academic

success. "Father's occupation" emerged as the most important factor. Correlational analyses had demonstrated positive associations between "father's occupation" and the variables of "educational aspiration" and "college degree consciousness." In the "t test analyses" between students with white collar and blue collar fathers the former proved more successful in generating high grade point averages. "Father's education" and "income" did not prove good predictors. In the multiple regression analysis, "father's occupation" also emerged as the most important of the variables explored as predictors.

Interestingly enough, "number of units" completed did not prove to be a very effective outcome measure. This result should be considered in the developing dialogue on program effectiveness measures.

Considerable technical difficulties were encountered in developing the Master File. However, it did prove feasible to combine several disparate types of student records into a single file with the expenditure of an acceptable amount of time, resources, and patience.

The utility of the Master File was amply demonstrated through the various exercises that were employed. Test data and other demographic information were wedded to the extrapolated SIS files to create a Master File which would permit various cross tabulations and inferential analyses. This had previously not been practical. As previously mentioned, the Nelson-Denny Reading Test and "father's occupation" proved to be useful predictors of academic achievement. Of the two outcome measures employed, grade point average proved to be the most reliable discriminator. The validity of the math test was held to be in some question.

Having proved the feasibility and utility of the Master File, the question remained as to how to perpetuate such a mechanism on an on-going basis. The problem involved consists of associating test and other data not provided as part of regular student record keeping form with the appropriate SIS files.

It was decided that the best opportunity to gather "other" relevant student data is during the orientation process. In the past, a mimeographed form has been used to obtain information. The counselors have used the information during the advising process. However, the counselors report that the form has lost much of its utility from their standpoint. However, they agreed to administer the instrument if revised during the orientation process and make the data available to the Office of Institutional Research. That office in turn agreed to reorganize the form. This office reorganized, reformated, and type set the new orientation form. The form incorporates test data as well as other information considered important for analytical purposes.

In an analyses of orientation forms administered in the spring of 1975, it was discovered that students were confused about "program."* They frequently reported themselves as transfer students and then checked a vocational-technical program as their area of concentration. One purpose of reorganizing the form was to minimize this evident confusion on the part of the students.

Nearly 70% of the student body at Leeward Community College reported that they are liberal arts majors. This proportion had persisted despite the fact that the college has systematically emphasized vocational-technical programs over the last three years. Many of the students who list themselves as liberal arts majors are not really transfer students. Some are simply

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*Refer to "A Partial Profile of New Students Entering Leeward Community College During the Spring Term of 1975," LCC: August 1975.

interested in taking lower-division courses in the area of general education and others are actually enrolled in what can best be described as remediation programs. In order to accurately assess the outcomes effectiveness of the college, it is necessary to discriminate between the actual or realistic aspirations of this amorphous group. In other words, the percentage of four-year college transfers should be computed from a base that is realistic and relevant to the actual population that intends to transfer. The progress of those who are enrolled in courses which are not "postsecondary" in nature should be evaluated as such. And, the criteria for assessing organizational effectiveness of the college relative to students who are simply enrolled in course work because they are curious and interested should be evaluated accordingly.

The new form is a major source of input to the perpetual Master File. It allows us to gather data on the:

(1) student's work week

(2) prior educational and career experience.

(3) reasons for attending this college, and

(4) financial benefits received.

The Master File feasibility study provided the technology and experience necessary to provide a data bank for institutional analysis. It should provide an on-going mechanism for assessing institutional outcomes and effectiveness.

Second Year Objective

At the conclusion of the second PME cycle, the Provost will certify that the table of organization is completed and acceptable to the University system.

Realization Assessment

This objective was realized.

While this objective was technically realized, there are several intervening factors which need to be discussed.

The initiation of work on this project component coincided with a request by the Chancellor's office that the existing tables of organization for each of the colleges be reviewed, revised and resubmitted. Preliminary work towards the completion of this task was undertaken by the Director of Administratrive Services. He quickly encountered several areas in which decisions needed to be made. Foremost among the issues was the organization of the office of the Dean of Educational Services. The present system was implemented when the college had a student body of less than 2,000. The institution now serves close to 7,000. Under the present system, a broad array of operating divisions and agencies report directly or indirectly to the Dean of Educational Services. The level of information exchange also varies. Associate dean, librarians, and division chairmen report directly to that office. As a result, information reaches the Dean in varying stages of refinement, summarization, and analysis. This produces a degree of confusion which has occasionally manifest itself in paperwork bottlenecks.

Several proposals have been offered as a solution. Unfortunately, the review of the administrative structure came at a time when the college was undergoing a transition in leadership, and the departing Provost did not wish to make decisions which would be binding on his successor. As a consequence, the table of organization that was forwarded reflected the existing pattern of organization.

In the meantime, conceptual speculation attendant to the development of the Educational Development Plan led to an reexamination of the role of division chairpersons and the division administrative committee. Some campus observers contend that collective bargaining has led to institutionalized role-role conflicts at this level. In their view, it is difficult for a division chairperson to simultaneously fulfill the managerial expectations of the administrative staff and the faculty advocate role favored by some instructors. One alternative that has been discussed is replacing division chairpersons with assistant deans. The discussion over this issue has generated a lot of healthy "affect" and purposeful introspection.

In all likelihood the table of organization will need to be reconsidered this year. Factors impinging on any decision will include such things as budgetary constraints, budgetary restrictions, and status of the public service function of the college.

Institutional Renewal and Staff Development 4.3.1
Staff Development

Second Year Objective

At the conclusion of the second PME cycle, the Dean of Educational Services will certify that staff development programs exist for the various sectors on campus.

Realization Assessment

This objective was realized.

The Office of Staff and Instructional Development (OSID) prepared a final report for 1976. It consisted of an introduction and an overview of each of the efforts of the three professional staff members assigned to the program. These are staff development, program development, and integrated developmental skills.

The publication spelled out the roles and functions of each member of the office. It also detailed services and publications provided by the unit.

The staff support programs conducted during the 1975-76 program were directed at the following employee groups: security and maintenance, clerical staff, and faculty. Greater emphasis was placed on staff development activities for support staff than had been originally envisioned. These activities ranged from an air conditioning clinic offered for the building maintenance staff to an in-service workshop on LCC Business and Personnel Policy and Procedures offered to the secretarial staff by the Director of Personnel of the University of Hawaii. One of the most visible, on-going activities involved the

efforts of the new Clerical Staff Council.

The basic elements of the faculty support program were workshops and educational travel. Many faculty members took trips to conventions and workshops on the mainland which would not have been possible without AIDP support.

Attempts to provide staff development experiences for the administrative and professional staff met with frustration. A retreat which had been meticulously planned was necessarily cancelled because of the press of business.

The reader should refer to the OSID Final Report for 1976 for a complete summary of all activities undertaken.

Other Evaluative Criterion

At the conclusion of the second PME cycle, a survey of college personnel will reveal that 75% or more of the staff are satisfied with OSID activities.

Assessment

This objective was not realized.

No survey was undertaken. However, evaluation data exist relative to many of the workshops conducted. These data generally indicate satisfaction with the programs and presentations provided by OSID. Travel completion reports are also available for all members who took AIDP sponsored trips during the 1976-77 academic year. These materials are on file in the Office of Staff and Instructional Development and can be reviewed by interested persons.

Conclusion

As AIDP entered its second year of operation, the pace of activities quickened and the range of endeavors was extended. Progress was not uniformly even. Some efforts, such as that of the Community Information and Resource Center, were abeyanced to allow reconceptualization. Others, such as that dealing with the theatre, proceeded at a more deliberate pace in accordance with the previously prepared long-range plan.

Some projects moved ahead more rapidly than had been anticipated and into new areas which had not been previously forseen.

In the Community Outreach area, work on the first phase of the needs assessment was begun albeit a bit behind schedule. Outreach counselor training proceeded as planned and a program for providing greater supervision during the extended day hours was initiated.

In the area of Student Services, work proceeded on the integrated services complex, the Career Development Center, and the Kokua Center. The process of developing an improved scheduling and registration procedure required some rethinking and regrouping. A new strategy has been identified and good progress in the intended direction is now being made. A Student Records Evaluation Specialist was employed and a series of guidelines for granting non-classroom credit were developed. This system is now operational.

In 1975-76 most AIDP energy was devoted to curriculum and instructional development . New programs and courses were developed. Areas receiving primary attention were business education and economics. The primary thrust of these efforts was to enhance the options available to students selecting a program emphasis in management.

Many commercially produced materials were purchased in 1975-76. Many other materials were developed by individual faculty members, using components derived from commerical and other sources. In most cases these materials were incorporated into an overall instructional system. Testing of the materials fell behind, unfortunatedly, and there are few data to report.

Workshops were held to discuss the implications of cultural divergence on differential learning. It was estimated that a substantial number of faculty members attended.

Work did not progress as fast as was hoped on the consolidation of learning centers. With the completion of the new Math-Science building, the college will be using 10 different rooms and 6,638 square feet for such purposes. Given the predominent mode of instruction on campus, this generous allocation of physical space seems questionable.

In the important area of developmental education, two major projects were undertaken. On the basis of preliminary data, it was decided to reconceptualize the experimental program that is based on the VCIP model. The developmental education program directed at producing GED graduates made extensive use of consultant services but did not progress to the point where field testing could take place.

The Office of Institutional Research established at the outset of the project was fully staffed during the year. It produced numerous reports and provided general staff support to the Provost. Support and assistance, in relevant areas, was also provided to the administrative staff, the faculty, and the community college system's office.

In the area of Planning, Management, and Evaluation, (PME) efforts and directions were influenced by the priorities and directions put forth by the University. Every effort was made to make PME efforts consistent with community colleges and systemwide goals. Various capabilities were developed and tested using the Adaptable Data Base System (ADABAS), the Information Exchange Procedures system (IEP), Outcomes Measures Procedures (OMP), and Management Information System (MIS). In the area of MIS, major developmental efforts were directed at the creation of a Master File. The Master File, which is updated each semester, permits the cross-tabulation and analyses of various kinds of information on students and institutional outcomes that were not previously possible.

Most work on the Administrative Practices Manual will be undertaken in the next biennium. The lack of a permanent Provost throughout most of the 1975-76 academic year precluded definitive work on this project component.

One of the most successful project endeavors in 1975-76 involved the creation of the Office of Staff and Instructional Development. This office was located in the library building and was staffed by the Staff Development Specialist, Program Development Specialist, and the Developmental Skills Coordinator. This office provided numerous support services for the entire college community.

There is one aspect of the program as conducted in 1975-76 which is a cause for some concern. Many faculty members seemed eager to accept AIDP support for release time, materials acquisition, consultant help, travel and the like. However, it is surprising and a bit bewildering that so many of the participants failed to file reports or leave any discernible

program audit trail. Work on this annual report was delayed until the middle of November in the hope that all reports, evaluative data, and relevant records or communications would be available. Even at this writing many reports and documents are still outstanding. As a consequence, the report itself must be qualified as being possibly incomplete and inaccurate.

Those accepting AIDP support for their developmental efforts in the future should forward all reports and necessary data to the AIDP staff as they are due or requested. To do otherwise is unfair to that staff and is detrimental to the spirit of the project.

Appendix A

Evaluation Relative to Educational Conference for Women

EVALUATION OF THE CONFERENCE ON EDUCATIONAL RESOURCES FOR WOMEN

Table 1

EVALUATION OF THE OPENING SESSION RELATIVE TO PERCEIVED RELEVANCE

	Rating	Frequency	Percent of Total
Average	3	12	15.6
	4	22	28.6
Excellent	5	43	55.8
	Total	77	100.0

N = 77 Mean = 4.4
Median = 4.6 Standard Deviation = 0.7

Table 2

EVALUATION OF THE OPENING SESSION RELATIVE TO PERCEIVED INFORMATION VALUE

	Rating	Frequency	Percent of Total
	2	2	2.6
Average	3	16	21.1
	4	23	30.3
Excellent	5	35	46.0
	Total	76	100.0

N = 76 Mean = 4.2
Median = 4.4 Standard Deviation = 0.9

Table 3

EVALUATION OF THE OPENING SESSION RELATIVE TO PERCEIVED STIMULATION VALUE

Rating		Frequency	Percent of Total
	2	4	5.2
Average	3	13	16.9
	4	19	24.7
Excellent	5	41	53.2
	Total	77	100.0

N = 77
Median = 4.6

Mean = 4.3
Standard Deviation = 0.9

Table 4

DISTRIBUTION OF ATTENDANCE AT IDEA WORKSHOPS

Topic	Attendance	Percent of Total
Economic Resources	17	19.8
Legal Resources	12	14.0
Political Resources	15	17.4
Social Resources	8	9.3
Psychological Resources	13	15.1
Physical Resources	6	7.0
Educational Resources	15	17.4
Total	86	100.0

N = 86
Median = 3.4

Mean = 3.8
Standard Deviation = 2.1

Table 5

EVALUATION OF IDEA WORKSHOP ATTENDED RELATIVE TO PERCEIVED INFORMATION VALUE

	Rating	Frequency	Percent of Total
	2	5	6.0
Average	3	14	16.7
	4	33	39.3
Excellent	5	32	38.1
	Total	84	100.0

N = 84
Median = 4.2

Mean = 4.1
Standard Deviation = 0.9

Table 6

EVALUATION OF IDEA WORKSHOPS RELATIVE TO PERCEIVED STIMULATION VALUE

	Rating	Frequency	Percent of Total
Poor	1	3	3.6
	2	6	7.1
Average	3	21	25.0
	4	25	29.8
Excellent	5	29	34.5
	Total	84	100.0

N = 84
Median = 4.0

Mean = 3.8
Standard Deviation = 1.1

Table 7

EVALUATION OF IDEA WORKSHOPS RELATIVE TO PERCEIVED EFFECTIVENESS

Rating		Frequency	Percent of Total
Poor	1	8	9.5
	2	13	15.5
Average	3	26	31.0
	4	17	20.2
Excellent	5	20	23.8
	Total	84	100.0

N = 84
Median = 3.3
Mean = 3.3
Standard Deviation = 1.3

Table 8

EVALUATION OF IDEA WORKSHOPS RELATIVE TO PERCEIVED RECEPTIVENESS TO IDEAS

Rating		Frequency	Percent of Total
Poor	1	1	1.2
	2	3	3.7
Average	3	17	20.7
	4	31	37.8
Excellent	5	30	36.6
	Total	82	100.0

N = 82
Median = 4.1
Mean = 4.0
Standard Deviation = 0.9

Table 9

EVALUATION OF IDEA WORKSHOPS RELATIVE TO PERCEIVED SUCCESS IN IDENTIFYING THE NEEDS OF WOMEN

	Rating	Frequency	Percent of Total
Poor	1	1	1.2
	2	5	6.0
Average	3	21	25.3
	4	31	37.3
Excellent	5	25	30.1
	Total	83	100.0

N = 83 Mean = 3.9
Median = 4.0 Standard Deviation = 1.0

Table 10

EVALUATION OF IDEA WORKSHOPS RELATIVE TO PERCEIVED SUCCESS IN IDENTIFYING AVAILABLE RESOURCES

	Rating	Frequency	Percent of Total
Poor	1	2	2.4
	2	5	6.0
Average	3	20	24.1
	4	30	36.1
Excellent	5	26	31.3
	Total	83	100.0

N = 83 Mean = 3.9
Median = 4.0 Standard Deviation = 1.0

Table 11

EVALUATION OF IDEA WORKSHOPS RELATIVE TO SUCCESS IN IDENTIFYING THE NEEDS OF WOMEN NOT CURRENTLY MET

	Rating	Frequency	Percent of Total
Poor	1	3	3.8
	2	12	15.4
Average	3	25	32.1
	4	20	25.6
Excellent	5	18	23.1
	Total	78	100.0

N = 78 Mean = 3.5
Median = 3.5 Standard Deviation = 1.1

Table 12

EVALUATION OF IDEA WORKSHOPS RELATIVE TO SUCCESS IN IDENTIFYING NEEDED RESOURCES

	Rating	Frequency	Percent of Total
Poor	1	4	4.9
	2	10	12.3
Average	3	31	38.3
	4	26	32.1
Excellent	5	10	12.3
	Total	81	100.0

N = 81 Mean = 3.3
Median = 3.4 Standard Deviation = 1.0

Table 13

DISTRIBUTION OF ATTENDANCE
AT EXPERIENTIAL WORKSHOPS

Topic	Attendance	Percent of Total
Economic	10	12.3
Legal	9	11.1
Political	11	13.6
Social	7	8.6
Psychological	21	25.9
Physical	13	16.0
Educational	10	12.3
Total	81	100.0

N = 81
Median = 4.7

Mean = 4.2
Standard Deviation = 2.0

Table 14

EVALUATION OF EXPERIENTIAL WORKSHOPS
RELATIVE TO PERCEIVED RELEVANCE

	Rating		Frequency	Percent of Total
Poor	1		5	6.6
	2		6	7.9
Average	3		15	19.7
	4		21	27.6
Excellent	5		29	38.2
		Total	76	100.0

N = 76 Mean = 3.8
Median = 4.1 Standard Deviation = 1.2

Table 15

EVALUATION OF EXPERIENTIAL WORKSHOPS RELATIVE
TO PERCEIVED STIMULATION VALUE

	Rating		Frequency	Percent of Total
Poor	1		1	1.3
	2		5	6.5
Average	3		12	15.6
	4		23	29.9
Excellent	5		36	46.8
		Total	77	100.0

N = 77 Mean = 4.1
Median = 4.4 Standard Deviation = 1.0

Table 16

EVALUATION OF EXPERIENTIAL WORKSHOPS RELATIVE TO SUCCESS IN IDENTIFYING THE NEEDS OF WOMEN

	Rating	Frequency	Percent of Total
Poor	1	3	3.9
	2	5	6.6
Average	3	11	14.5
	4	26	34.2
Excellent	5	31	40.8
	Total	76	100.0

N = 76 Mean = 4.0
Median = 4.2 Standard Deviation = 1.1

Table 17

EVALUATION OF EXPERIENTIAL WORKSHOPS RELATIVE TO SUCCESS IN DESCRIBING ACTIVITIES IN THE RESOURCE AREA

	Rating	Frequency	Percent of Total
	2	6	8.0
Average	3	15	20.0
	4	23	30.7
Excellent	5	31	41.3
	Total	75	100.0

N = 75 Mean = 4.1
Median = 4.2 Standard Deviation = 1.0

Table 18

EVALUATION OF THE SYNTHESIS SESSION RELATIVE TO SUMMARIZING IDEA WORKSHOPS

Rating		Frequency	Percent of Total
	2	3	4.5
Average	3	14	20.9
	4	26	38.8
Excellent	5	24	35.8
	Total	67	100.0

N = 67 Mean = 4.1
Median = 4.1 Standard Deviation = 0.9

Table 19

EVALUATION OF THE SYNTHESIS SESSION RELATIVE TO PROVIDING OPPORTUNITIES FOR OPEN DISCUSSIONS

Rating		Frequency	Percent of Total
Poor	1	1	1.7
	2	2	3.4
Average	3	14	23.7
	4	19	32.2
Excellent	5	23	39.0
	Total	59	100.0

N = 59 Mean = 4.0
Median = 4.2 Standard Deviation = 1.0

Table 20

EVALUATION OF EXHIBITS RELATIVE
TO PERCEIVED UTILITY

	Rating		Frequency	Percent of Total
Average	3		13	39.4
	4		10	30.3
Excellent	5		10	30.3
		Total	33	100.0

N = 33
Median = 3.9

Mean = 3.9
Standard Deviation = 0.8

Table 21

EVALUATION OF EXHIBITS RELATIVE TO
PERCEIVED INFORMATION VALUE

	Rating		Frequency	Percent of Total
Average	3		12	38.7
	4		9	29.0
Excellent	5		10	32.3
		Total	31	100.0

N = 31
Median = 3.9

Mean = 3.9
Standard Deviation = 0.9

Table 22

EVALUATION OF EXHIBITS RELATIVE TO
PERCEIVED PRESENTATION EFFECTIVENESS

	Rating		Frequency	Percent of Total
Poor	1		1	3.0
Average	3		10	30.3
	4		11	33.3
Excellent	5		11	33.3
		Total	33	100.0

N = 33 Mean = 3.9
Median = 4.0 Standard Deviation = 1.0

Table 23

EVALUATION OF OVERALL CONFERENCE RELATIVE TO
SUCCESS IN IDENTIFYING THE NEEDS OF WOMEN

	Rating		Frequency	Percent of Total
	2		2	2.7
Average	3		19	25.3
	4		28	37.3
Excellent	5		26	34.7
		Total	75	100.0

N = 75 Mean = 4.0
Median = 4.1 Standard Deviation = 0.8

Table 24

EVALUATION OF OVERALL CONFERENCE RELATIVE TO SUCCESS IN IDENTIFYING AVAILABLE RESOURCES

	Rating	Frequency	Percent of Total
	2	2	2.7
Average	3	13	17.3
	4	35	46.7
Excellent	5	25	33.3
	Total	75	100.0

N = 75 Mean = 4.1
Median = 4.1 Standard Deviation = 0.8

Table 25

EVALUATION OF OVERALL CONFERENCE RELATIVE TO SUCCESS IN IDENTIFYING THE NEEDS OF WOMEN NOT CURRENTLY MET

	Rating	Frequency	Percent of Total
	2	6	9.4
Average	3	28	43.8
	4	22	34.4
Excellent	5	8	12.5
	Total	64	100.0

N = 64 Mean = 3.5
Median = 3.4 Standard Deviation = 0.8

Table 26

EVALUATION OF OVERALL CONFERENCE RELATIVE TO SUCCESS IN IDENTIFYING NEEDED RESOURCES

	Rating	Frequency	Percent of Total
	2	6	9.2
Average	3	31	47.7
	4	22	33.8
Excellent	5	6	9.2
	Total	65	100.0

N = 65
Median = 3.4

Mean = 3.4
Standard Deviation = 0.8

Table 27

RELATIVE IMPORTANCE OF FUTURE CONFERENCES

	Rating	Frequency	Percent of Total
	2	1	1.6
Medium Priority	3	10	15.6
	4	16	25.0
High Priority	5	37	57.8
	Total	64	100.0

N = 64
Median = 4.6

Mean = 4.4
Standard Deviation = 0.8

Table 28

RELATIVE IMPORTANCE OF IMPROVING
THE EDUCATIONAL RESOURCES DIRECTORY

	Rating		Frequency	Percent of Total
	2		3	4.5
Medium Priority	3		4	6.1
	4		12	18.2
High Priority	5		47	71.2
		Total	66	100.0

N = 66
Median = 4.8

Mean = 4.6
Standard Deviation = 0.8

Table 29

RELATIVE IMPORTANCE OF DEVELOPING
A "POLITICAL ACTION" GROUP

	Rating		Frequency	Percent of Total
Low Priority	1		2	3.0
	2		4	6.1
Medium Priority	3		10	15.2
	4		12	18.2
High Priority	5		38	57.6
		Total	66	100.0

N = 66
Median = 4.6

Mean = 4.2
Standard Deviation = 1.1

Table 30

RELATIVE IMPORTANCE OF PLANNING A
CENTRAL CLEARINGHOUSE FOR WOMEN'S CONCERNS

	Rating	Frequency	Percent of Total
Low Priority	1	1	1.5
	2	2	3.0
Medium Priority	3	4	6.1
	4	18	27.3
High Priority	5	41	62.1
	Total	66	100.0

N = 66 Mean = 4.5
Median = 4.7 Standard Deviation = 0.9

Table 31

RELATIVE IMPORTANCE OF OTHER ACTIONS
NOT SPECIFICALLY LISTED

	Rating	Frequency	Percent of Total
	4	2	15.4
High Priority	5	11	84.6
	Total	13	100.0

N = 13 Mean = 4.8
Median = 4.9 Standard Deviation = 0.4

Appendix B

Responses to Women's Studies Questionnaires

WOMEN'S STUDIES QUESTIONNAIRE

Table 1

PRIORITY RANKING RELATIVE TO THE NEED FOR "ASSERTIVENESS TRAINING"

	Priority		Frequency	Percent of Total
Lowest	1		1	1.1
	2		6	6.9
	3		4	4.6
	4		15	17.2
Highest	5		61	70.1
		Total	87	100.0

N = 87
Median = 4.8

Mean = 4.5
Standard Deviation = 1.0

Table 2

PRIORITY RANKING RELATIVE TO THE NEED FOR "POLITICAL EFFECTIVENESS"

	Priority		Frequency	Percent of Total
Lowest	1		1	1.1
	2		3	3.4
	3		10	11.4
	4		17	19.3
Highest	5		57	64.8
		Total	88	100.0

N = 88
Median = 4.7

Mean = 4.4
Standard Deviation = 0.9

Table 3

PRIORITY RANKING RELATIVE TO THE NEED FOR "BODY AWARENESS"

	Priority		Frequency	Percent of Total
Lowest	1		1	1.1
	2		8	9.2
	3		21	24.1
	4		20	23.0
Highest	5		37	42.5
		Total	87	100.0

N = 87 Mean = 4.0
Median = 4.2 Standard Deviation = 1.1

Table 4

PRIORITY RANKING RELATIVE TO THE NEED FOR "SELF-DEFENSE"

	Priority		Frequency	Percent of Total
Lowest	1		2	2.3
	2		4	4.6
	3		30	34.5
	4		22	25.3
Highest	5		29	33.3
		Total	87	100.0

N = 87 Mean = 3.8
Median = 3.8 Standard Deviation = 1.0

Table 5

PRIORITY RANKING RELATIVE TO THE NEED
FOR "COURSES FOR AND ABOUT WOMEN"

	Priority		Frequency	Percent of Total
Lowest	2		3	3.5
	3		10	11.8
	4		18	21.2
Highest	5		54	63.5
		Total	85	100.0

N = 85 Mean = 4.4
Median = 4.7 Standard Deviation = 0.8

Table 6

PRIORITY RANKING RELATIVE TO THE NEED FOR
"EXPLORATION OF FEMALE-FEMALE RELATIONSHIPS"

	Priority		Frequency	Percent of Total
Lowest	1		2	2.3
	2		9	10.3
	3		13	14.9
	4		21	24.1
Highest	5		42	48.3
		Total	87	100.0

N = 87 Mean = 4.1
Median = 4.4 Standard Deviation = 1.1

Table 7

PRIORITY RANKING RELATIVE TO THE NEED FOR
"ASSERTIVENESS TRAINING FOR MINORITIES"

	Priority		Frequency	Percent of Total
Lowest	1		4	4.7
	2		3	3.5
	3		4	4.7
	4		5	5.9
Highest	5		69	81.2
		Total	85	100.0

N = 85
Median = 4.9

Mean = 4.6
Standard Deviation = 1.1

Table 8

PRIORITY RANKING RELATIVE TO THE NEEL FOR
"UNDERSTANDING FEMALE AND MALE ROLES IN TRANSITION"

	Priority		Frequency	Percent of Total
Lowest	1		1	1.1
	2		5	5.7
	3		9	10.2
	4		16	18.2
Highest	5		57	64.8
		Total	88	100.0

N = 88
Median = 4.7

Mean = 4.4
Standard Deviation = 1.0

Table 9

PRIORITY RANKING RELATIVE TO THE NEED FOR "SELF-AWARENESS AND DEVELOPMENT COURSES"

	Priority		Frequency	Percent of Total
Lowest	2		2	2.3
	3		7	8.0
	4		24	27.3
Highest	5		55	62.5
		Total	88	100.0

N = 88 Mean = 4.5
Median = 4.7 Standard Deviation = 0.7

Table 10

PRIORITY RANKING RELATIVE TO THE NEED FOR "LIFE-SPAN PLANNING"

	Priority		Frequency	Percent of Total
Lowest	1		2	2.3
	2		2	2.3
	3		13	14.9
	4		19	21.8
Highest	5		51	58.6
		Total	87	100.0

N = 87 Mean = 4.3
Median = 4.6 Standard Deviation = 1.0

Table 11

PRIORITY RANKING RELATIVE TO THE NEED
FOR "EMPLOYMENT EQUALITY PROGRAMS"

	Priority		Frequency	Percent of Total
Lowest	1		1	1.2
	2		2	2.4
	3		8	9.4
	4		18	21.2
Highest	5		56	65.9
		Total	85	100.0

N = 85 Mean = 4.5
Median = 4.7 Standard Deviation = 0.9

Table 12

PRIORITY RANKING RELATIVE TO THE NEED
FOR "APPRENTICESHIP PROGRAMS"

	Priority		Frequency	Percent of Total
Lowest	1		2	2.3
	2		3	3.5
	3		7	8.1
	4		24	27.9
Highest	5		50	58.1
		Total	86	100.0

N = 86 Mean = 4.4
Median = 4.6 Standard Deviation = 0.9

Table 13

PRIORITY RANKING RELATIVE TO THE NEED FOR "EXPLORING NON-TRADITIONAL CAREERS"

	Priority		Frequency	Percent of Total
Lowest	2		3	3.5
	3		8	9.4
	4		17	20.0
Highest	5		57	67.1
		Total	85	100.0

N = 85
Median = 4.8

Mean = 4.5
Standard Deviation = 0.8

Table 14

PRIORITY RANKING RELATIVE TO THE NEED FOR "FINANCIAL SKILLS AND PLANNING"

	Priority		Frequency	Percent of Total
Lowest	2		1	1.1
	3		9	10.3
	4		16	18.4
Highest	5		61	70.1
		Total	87	100.0

N = 87
Median = 4.8

Mean = 4.6
Standard Deviation = 0.7

Table 15

PRIORITY RANKING RELATIVE TO THE NEED
FOR "VALUE CLARIFICATION"

	Priority		Frequency	Percent of Total
Lowest	1		1	1.2
	2		2	2.4
	3		18	21.7
	4		22	26.5
Highest	5		40	48.2
		Total	83	100.0

N = 83
Median = 4.4

Mean = 4.2
Standard Deviation = 0.9

Table 16

PRIORITY RANKING RELATIVE TO THE NEED
FOR "CAREER COUNSELING"

	Priority		Frequency	Percent of Total
Lowest	2		2	2.3
	3		11	12.8
	4		12	14.0
Highest	5		61	70.9
		Total	86	100.0

N = 86
Median = 4.8

Mean = 4.5
Standard Deviation = 0.8

Table 17

PRIORITY RANKING RELATIVE TO THE NEED FOR
"EDUCATIONAL OPPORTUNITIES OVER THE LIFE-SPAN"

	Priority		Frequency	Percent of Total
Lowest	1		2	2.3
	3		8	9.3
	4		26	30.2
Highest	5		50	58.1
		Total	86	100.0

N = 86 Mean = 4.4
Median = 4.6 Standard Deviation = 0.8

Table 18

PRIORITY RANKING RELATIVE TO THE NEED FOR
"DECISION-MAKING AND GOAL-SETTING SKILLS"

	Priority		Frequency	Percent of Total
Lowest	1		1	1.1
	2		1	1.1
	3		7	8.0
	4		18	20.7
Highest	5		60	69.0
		Total	87	100.0

N = 87 Mean = 4.6
Median = 4.8 Standard Deviation = 0.8

Table 19

PRIORITY RANKING RELATIVE TO THE NEED
FOR "ADJUSTMENT TO ADOLESENCE"

	Priority		Frequency	Percent of Total
Lowest	1		4	4.6
	2		3	3.4
	3		26	29.9
	4		15	17.2
Highest	5		39	44.8
		Total	87	100.0

N = 87
Median = 4.2

Mean = 3.9
Standard Deviation = 1.1

Table 20

PRIORITY RANKING RELATIVE TO THE NEED FOR
"PERSONAL CRISIS AND STRESS MANAGEMENT"

	Priority		Frequency	Percent of Total
Lowest	2		1	1.1
	3		14	15.7
	4		16	18.0
Highest	5		58	65.2
		Total	89	100.0

N = 89
Median = 4.7

Mean = 4.5
Standard Deviation = 0.8

Table 21

PRIORITY RANKING RELATIVE TO THE NEED
FOR "ADJUSTMENT TO SINGLE PARENTHOOD"

	Priority		Frequency	Percent of Total
Lowest	1		3	3.5
	2		2	2.3
	3		11	12.8
	4		22	25.6
Highest	5		48	55.8
		Total	86	100.0

N = 86 Mean = 4.3
Median = 4.6 Standard Deviation = 1.0

Table 22

PRIORITY RANKING RELATIVE TO THE NEED
FOR "COUPLES COUNSELING"

	Priority		Frequency	Percent of Total
Lowest	1		3	3.5
	2		6	7.1
	3		17	20.0
	4		21	24.7
Highest	5		38	44.7
		Total	85	100.0

N = 85 Mean = 4.0
Median = 4.3 Standard Deviation = 1.1

Table 23

PRIORITY RANKING RELATIVE TO THE NEED FOR "FAMILY PLANNING"

	Priority	Frequency	Percent of Total
Lowest	1	4	4.7
	2	8	9.4
	3	5	5.9
	4	20	23.5
Highest	5	48	56.5
	Total	85	100.0

N = 85 Mean = 4.2
Median = 4.6 Standard Deviation = 1.2

Table 24

PRIORITY RANKING RELATIVE TO THE NEED FOR "SEX EDUCATION"

	Priority	Frequency	Percent of Total
Lowest	1	3	3.6
	2	8	9.5
	3	8	9.5
	4	16	19.0
Highest	5	49	58.3
	Total	84	100.0

N = 84 Mean = 4.2
Median = 4.6 Standard Deviation = 1.2

Table 25

PRIORITY RANKING RELATIVE TO THE NEED
FOR "SEX COUNSELING AND THERAPY"

	Priority	Frequency	Percent of Total
Lowest	1	2	2.4
	2	7	8.4
	3	12	14.5
	4	20	24.1
Highest	5	42	50.6
	Total	83	100.0

N = 83 Mean = 4.
Median = 4.5 Standard Deviation = 1.1

Table 26

PRIORITY RANKING RELATIVE TO THE NEED
FOR "RAPE EDUCATION AND COUNSELING"

	Priority	Frequency	Percent of Total
Lowest	1	3	3.4
	2	6	6.9
	3	5	5.7
	4	11	12.6
Highest	5	62	71.3
	Total	87	100.0

N = 87 Mean = 4.4
Median = 4.8 Standard Deviation = 1.1

Table 27

PRIORITY RANKING RELATIVE TO THE NEED FOR "PARENTING TRAINING"

Priority		Frequency	Percent of Total
Lowest	1	3	3.6
	2	1	1.2
	3	9	10.7
	4	15	17.9
Highest	5	56	66.7
	Total	84	100.0

N = 84
Median = 4.8

Mean = 4.4
Standard Deviation = 1.0

Table 28

PRIORITY RANKING RELATIVE TO THE NEED FOR "CHILDBIRTH AND CHILD CARE EDUCATION"

Priority		Frequency	Percent of Total
Lowest	1	2	2.4
	2	1	1.2
	3	13	15.3
	4	24	28.2
Highest	5	45	52.9
	Total	85	100.0

N = 85
Median = 4.6

Mean = 4.3
Standard Deviation = 0.9

Table 29

PRIORITY RANKING RELATIVE TO THE NEED
FOR "DIVORCE AND SEPARATION ADJUSTMENT"

	Priority	Frequency	Percent of Total
Lowest	1	2	2.4
	2	3	3.6
	3	7	8.3
	4	24	28.6
Highest	5	48	57.1
	Total	84	100.0

N = 84
Median = 4.6
Mean = 4.3
Standard Deviation = 1.0

Table 30

PRIORITY RANKING RELATIVE TO THE NEED
FOR "ADJUSTMENT TO AGING"

	Priority	Frequency	Percent of Total
Lowest	1	1	1.2
	2	3	3.5
	3	9	10.6
	4	15	17.6
Highest	5	57	67.1
	Total	85	100.0

N = 85
Median = 4.8
Mean = 4.5
Standard Deviation = 0.9

Table 31

PRIORITY RANKING RELATIVE TO THE NEED FOR "SPOUSE ABUSE AID"

	Priority	Frequency	Percent of Total
Lowest	1	4	4.8
	2	4	4.8
	3	9	10.7
	4	22	26.2
Highest	5	45	53.6
	Total	84	100.0

N = 84 Mean = 4.2
Median = 4.6 Standard Deviation = 1.1

Table 32

PRIORITY RANKING RELATIVE TO THE NEED FOR "ADJUSTMENT TO DEATH OF SIGNIFICANT OTHERS"

	Priority	Frequency	Percent of Total
Lowest	1	1	1.2
	2	4	4.7
	3	16	18.8
	4	23	27.1
Highest	5	41	48.2
	Total	85	100.0

N = 85 Mean = 4.2
Median = 4.4 Standard Deviation = 1.0

Table 33

PRIORITY RANKING RELATIVE TO THE NEED FOR "AMATEUR AND PROFESSIONAL SPORTS PROGRAMS"

	Priority		Frequency	Percent of Total
Lowest	1		7	8.1
	2		7	8.1
	3		23	26.7
	4		19	22.1
Highest	5		30	34.9
		Total	86	100.0

N = 86 Mean = 3.7
Median = 3.8 Standard Deviation = 1.3

Table 34

PRIORITY RANKING RELATIVE TO THE NEED FOR "PROFESSIONAL-ACADEMIC PREPARATION"

	Priority		Frequency	Percent of Total
Lowest	1		1	1.2
	2		4	4.7
	3		15	17.6
	4		19	22.4
Highest	5		46	54.1
		Total	85	100.0

N = 85 Mean = 4.2
Median = 4.5 Standard Deviation = 1.0

Table 35

PRIORITY RANKING RELATIVE TO THE NEED
FOR "CONSUMER EDUCATION"

	Priority		Frequency	Percent of Total
Lowest	1		1	1.2
	2		3	3.6
	3		16	19.0
	4		24	28.6
Highest	5		40	47.6
		Total	84	100.0

N = 84
Median = 4.4

Mean = 4.2
Standard Deviation = 0.9

Table 36

PRIORITY RANKING RELATIVE TO THE NEED FOR
"EDUCATIONAL CREDIT FOR LIFE EXPERIENCE"

	Priority		Frequency	Percent of Total
Lowest	1		3	3.5
	2		5	5.8
	3		11	12.8
	4		14	16.3
Highest	5		53	61.6
		Total	86	100.0

N = 86
Median = 4.7

Mean = 4.3
Standard Deviation = 1.1

Table 37

PRIORITY RANKING RELATIVE TO THE NEED FOR "UNDERSTANDING INTERCULTURAL COMMUNICATIONS"

	Priority		Frequency	Percent of Total
Lowest	1		1	1.2
	2		3	3.5
	3		16	18.6
	4		16	18.6
Highest	5		50	58.1
		Total	86	100.0

N = 86
Median = 4.6

Mean = 4.3
Standard Deviation = 1.0

Table 38

PRIORITY RANKING RELATIVE TO THE NEED FOR "BASIC SKILLS"

	Priority		Frequency	Percent of Total
Lowest	1		2	2.4
	2		3	3.6
	3		19	22.6
	4		14	16.7
Highest	5		46	54.8
		Total	84	100.0

N = 84
Median = 4.6

Mean = 4.2
Standard Deviation = 1.1

Table 39

PRIORITY RANKING RELATIVE TO THE NEED FOR
"SOCIO-POLITICAL INFORMATION AND CURRENT EVENTS"

	Priority		Frequency	Percent of Total
Lowest	1		1	1.2
	2		4	4.9
	3		9	11.1
	4		27	33.3
Highest	5		40	49.4
		Total	81	100.0

N = 81 Mean = 4.2
Median = 4.5 Standard Deviation = 0.9

Table 40

PRIORITY RANKING RELATIVE TO THE NEED FOR
"SKILLS FOR SELF-SUFFICIENCY"

	Priority		Frequency	Percent of Total
Lowest	1		1	1.2
	2		4	4.8
	3		16	19.0
	4		17	20.2
Highest	5		46	54.8
		Total	84	100.0

N = 84 Mean = 4.2
Median = 4.6 Standard Deviation = 1.0

Table 41

PRIORITY RANKING RELATIVE TO THE NEED FOR "MEDICAL-HEALTH CARE INFO AND-OR REFERRAL"

	Priority		Frequency	Percent of Total
Lowest	1		1	1.2
	2		3	3.6
	3		9	10.8
	4		18	21.7
Highest	5		52	62.7
		Total	83	100.0

N = 83 Mean = 4.4
Median = 4.7 Standard Deviation = 0.9

Table 42

PRIORITY RANKING RELATIVE TO THE NEED FOR "GENERAL REFERRAL SERVICES"

	Priority		Frequency	Percent of Total
Lowest	1		2	2.5
	2		2	2.5
	3		14	17.3
	4		20	24.7
Highest	5		43	53.1
		Total	81	100.0

N = 81 Mean = 4.2
Median = 4.6 Standard Deviation = 1.0

Table 43

PRIORITY RANKING RELATIVE TO THE NEED FOR "DAY CARE CENTER INFORMATION"

	Priority		Frequency	Percent of Total
Lowest	1		4	4.9
	2		3	3.7
	3		10	12.2
	4		22	26.8
Highest	5		43	52.4
		Total	82	100.0

N = 82 Mean = 4.2
Median = 4.5 Standard Deviation = 1.1

Table 44

PRIORITY RANKING RELATIVE TO THE NEED FOR "LEGAL AND CIVIL RIGHTS INFORMATION"

	Priority		Frequency	Percent of Total
Lowest	1		2	2.4
	2		1	1.2
	3		7	8.5
	4		21	25.6
Highest	5		51	62.2
		Total	82	100.0

N = 82 Mean = 4.4
Median = 4.7 Standard Deviation = 0.9

Table 45

PRIORITY RANKING RELATIVE TO THE NEED FOR
"ELIMINATION OF SEX BIAS IN EDUCATION"

	Priority		Frequency	Percent of Total
Lowest	1		1	1.2
	2		2	2.4
	3		5	6.0
	4		7	8.3
Highest	5		69	82.1
		Total	84	100.0

N = 84 Mean = 4.7
Median = 4.9 Standard Deviation = 0.8

Table 46

PRIORITY RANKING RELATIVE TO THE NEED FOR
"FINANCIAL AID IN EDUCATION"

	Priority		Frequency	Percent of Total
Lowest	1		3	3.7
	2		3	3.7
	3		5	6.1
	4		14	17.1
Highest	5		57	69.5
		Total	82	100.0

N = 82 Mean = 4.5
Median = 4.8 Standard Deviation = 1.0

Table 47

PRIORITY RANKING RELATIVE TO THE NEED
FOR "FINANCIAL ASSISTANCE"

	Priority		Frequency	Percent of Total
Lowest	1		3	3.8
	2		5	6.3
	3		13	16.5
	4		21	26.6
Highest	5		37	46.8
		Total	79	100.0

N = 79
Median = 4.4

Mean = 4.1
Standard Deviation = 1.1

Table 48

PRIORITY RANKING RELATIVE TO THE NEED
FOR "CHILD ABUSE AID"

	Priority		Frequency	Percent of Total
Lowest	1		4	4.9
	2		3	3.7
	3		10	12.3
	4		16	19.8
Highest	5		48	59.3
		Total	81	100.0

N = 81
Median = 4.7

Mean = 4.2
Standard Deviation = 1.1

Table 49

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "ASSERTIVENESS TRAINING"

	Priority	Frequency	Percent of Total
Lowest	1	24	28.9
	2	29	34.9
	3	20	24.1
	4	6	7.2
Highest	5	4	4.8
	Total	83	100.0

N = 83 Mean = 2.2
Median = 2.1 Standard Deviation = 1.1

Table 50

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "POLITICAL EFFECTIVENESS"

	Priority	Frequency	Percent of Total
Lowest	1	24	28.6
	2	31	36.9
	3	21	25.0
	4	7	8.3
Highest	5	1	1.2
	Total	84	100.0

N = 84 Mean = 2.2
Median = 2.1 Standard Deviation = 1.0

Table 51

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "BODY AWARENESS"

	Priority		Frequency	Percent of Total
Lowest	1		16	19.5
	2		19	23.2
	3		31	37.8
	4		13	15.9
Highest	5		3	3.7
		Total	82	100.0

N = 82
Median = 2.7

Mean = 2.6
Standard Deviation = 1.1

Table 52

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "SELF-DEFENSE"

	Priority		Frequency	Percent of Total
Lowest	1		15	18.3
	2		15	18.3
	3		32	39.0
	4		16	19.5
Highest	5		4	4.9
		Total	82	100.0

N = 82
Median = 2.8

Mean = 2.7
Standard Deviation = 1.1

Table 53

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "COURSES FOR AND ABOUT WOMEN"

	Priority	Frequency	Percent of Total
Lowest	1	9	11.1
	2	23	28.4
	3	25	30.9
	4	20	24.7
Highest	5	4	4.9
	Total	81	100.0

N = 81 Mean = 2.8
Median = 2.8 Standard Deviation = 1.1

Table 54

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "EXPLORATION OF FEMALE-FEMALE RELATIONSHIPS"

	Priority	Frequency	Percent of Total
Lowest	1	30	36.6
	2	29	35.4
	3	16	19.5
	4	5	6.1
Highest	5	2	2.4
	Total	82	100.0

N = 82 Mean = 2.0
Median = 1.9 Standard Deviation = 1.0

Table 55

PRIORITY RANKING RELATIVE TO THE AVAILABILITY
OF RESOURCES IN "ASSERTIVENESS TRAINING FOR MINORITIES"

	Priority		Frequency	Percent of Total
Lowest	1		55	67.9
	2		20	24.7
	3		3	3.7
Highest	5		3	3.7
		Total	81	100.0

N = 81 Mean = 1.5
Median = 1.2 Standard Deviation = 0.9

Table 56

PRIORITY RANKING RELATIVE TO THE AVAILABILITY
OF RESOURCES IN "UNDERSTANDING FEMALE AND MALE ROLES IN TRANSITION"

	Priority		Frequency	Percent of Total
Lowest	1		35	42.7
	2		31	37.8
	3		9	11.0
	4		4	4.9
Highest	5		3	3.7
		Total	82	100.0

N = 82 Mean = 1.9
Median = 1.7 Standard Deviation = 1.0

Table 57

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "SELF-AWARENESS AND DEVELOPMENT COURSES"

	Priority	Frequency	Percent of Total
Lowest	1	15	18.1
	2	20	24.1
	3	31	37.3
	4	12	14.5
Highest	5	5	6.0
	Total	83	100.0

N = 83 Mean = 2.7
Median = 2.7 Standard Deviation = 1.1

Table 58

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "LIFE-SPAN PLANNING"

	Priority	Frequency	Percent of Total
Lowest	1	35	43.2
	2	27	33.3
	3	14	17.3
	4	4	4.9
Highest	5	1	1.2
	Total	81	100.0

N = 81 Mean = 1.9
Median = 1.7 Standard Deviation = 1.0

Table 59

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "EMPLOYMENT EQUALITY PROGRAMS"

	Priority		Frequency	Percent of Total
Lowest	1		22	26.5
	2		22	26.5
	3		28	33.7
	4		10	12.0
Highest	5		1	1.2
		Total	83	100.0

N = 83 Mean = 2.3
Median = 2.4 Standard Deviation = 1.0

Table 60

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "APPRENTICESHIP PROGRAMS"

	Priority		Frequency	Percent of Total
Lowest	1		31	38.3
	2		30	37.0
	3		18	22.2
	4		1	1.2
Highest	5		1	1.2
		Total	81	100.0

N = 81 Mean = 1.9
Median = 1.8 Standard Deviation = 0.9

Table 61

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "EXPLORING NON-TRADITIONAL CAREERS"

	Priority		Frequency	Percent of Total
Lowest	1		36	43.4
	2		32	38.6
	3		13	15.7
Highest	5		2	2.4
		Total	83	100.0

N = 83 Mean = 1.8
Median = 1.7 Standard Deviation = 0.9

Table 62

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "FINANCIAL SKILLS AND PLANNING"

	Priority		Frequency	Percent of Total
Lowest	1		35	42.7
	2		25	30.5
	3		16	19.5
	4		3	3.7
Highest	5		3	3.7
		Total	82	100.0

N = 82 Mean = 2.0
Median = 1.7 Standard Deviation = 1.1

Table 63

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "VALUE CLARIFICATION"

	Priority		Frequency	Percent of Total
Lowest	1		22	28.6
	2		27	35.1
	3		23	29.9
	4		3	3.9
Highest	5		2	2.6
		Total	77	100.0

N = 77 Mean = 2.2
Median = 2.1 Standard Deviation = 1.0

Table 64

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "CAREER COUNSELING"

	Priority		Frequency	Percent of Total
Lowest	1		12	14.8
	2		35	43.2
	3		24	29.6
	4		5	6.2
Highest	5		5	6.2
		Total	81	100.0

N = 81 Mean = 2.5
Median = 2.3 Standard Deviation = 1.0

Table 65

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "EDUCATIONAL OPPORTUNITIES OVER THE LIFE-SPAN"

	Priority		Frequency	Percent of Total
Lowest	1		21	26.6
	2		27	34.2
	3		20	25.3
	4		7	8.9
Highest	5		4	5.1
		Total	79	100.0

N = 79 Mean = 2.3
Median = 2.2 Standard Deviation = 1.1

Table 66

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "DECISION-MAKING AND GOAL-SETTING SKILLS"

	Priority		Frequency	Percent of Total
Lowest	1		24	29.6
	2		35	43.2
	3		17	21.0
	4		4	4.9
Highest	5		1	1.2
		Total	81	100.0

N = 81 Mean = 2.0
Median = 2.0 Standard Deviation = 0.9

Table 67

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "ADJUSTMENT TO ADOLESCENCE"

	Priority		Frequency	Percent of Total
Lowest	1		21	25.3
	2		26	31.3
	3		32	38.6
	4		3	3.6
Highest	5		1	1.2
		Total	83	100.0

N = 83 Mean = 2.2
Median = 2.3 Standard Deviation = 0.9

Table 68

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "PERSONAL CRISIS AND STRESS MANAGEMENT"

	Priority		Frequency	Percent of Total
Lowest	1		15	18.5
	2		32	39.5
	3		25	30.9
	4		8	9.9
Highest	5		1	1.2
		Total	81	100.0

N = 81 Mean = 2.4
Median = 2.3 Standard Deviation = 0.9

Table 69

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "ADJUSTMENT TO SINGLE PARENTHOOD"

	Priority		Frequency	Percent of Total
Lowest	1		24	29.6
	2		29	35.8
	3		25	30.9
	4		1	1.2
Highest	5		2	2.5
		Total	81	100.0

N = 81 Mean = 2.1
Median = 2.1 Standard Deviation = 0.9

Table 70

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "COUPLES COUNSELING"

	Priority		Frequency	Percent of Total
Lowest	1		8	10.0
	2		19	23.7
	3		34	42.5
	4		13	16.2
Highest	5		6	7.5
		Total	80	100.0

N = 80 Mean = 2.9
Median = 2.9 Standard Deviation = 1.0

Table 71

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "FAMILY PLANNING"

	Priority		Frequency	Percent of Total
Lowest	1		4	4.9
	2		16	19.5
	3		23	28.0
	4		22	26.8
Highest	5		17	20.7
		Total	82	100.0

N = 82 Mean = 3.4
Median = 3.4 Standard Deviation = 1.2

Table 72

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "SEX EDUCATION"

	Priority		Frequency	Percent of Total
Lowest	1		7	8.5
	2		23	28.0
	3		23	28.0
	4		20	24.4
Highest	5		9	11.0
		Total	82	100.0

N = 82 Mean = 3.0
Median = 3.0 Standard Deviation = 1.1

Table 73

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "SEX COUNSELING AND THERAPY"

	Priority		Frequency	Percent of Total
Lowest	1		11	14.1
	2		24	30.8
	3		26	33.3
	4		10	12.8
Highest	5		7	9.0
		Total	78	100.0

N = 78 Mean = 2.7
Median = 2.7 Standard Deviation = 1.1

Table 74

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "RAPE EDUCATION AND COUNSELING"

	Priority		Frequency	Percent of Total
Lowest	1		38	46.9
	2		24	29.6
	3		14	17.3
	4		3	3.7
Highest	5		2	2.5
		Total	81	100.0

N = 81 Mean = 1.9
Median = 1.6 Standard Deviation = 1.0

Table 75

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "PARENTING TRAINING"

	Priority		Frequency	Percent of Total
Lowest	1		15	19.2
	2		21	26.9
	3		28	35.9
	4		9	11.5
Highest	5		5	6.4
		Total	78	100.0

N = 78
Median = 2.6

Mean = 2.6
Standard Deviation = 1.1

Table 76

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "CHILDBIRTH AND CHILD CARE EDUCATION"

	Priority		Frequency	Percent of Total
Lowest	1		6	7.2
	2		18	21.7
	3		31	37.3
	4		19	22.9
Highest	5		9	10.8
		Total	83	100.0

N = 83
Median = 3.1

Mean = 3.1
Standard Deviation = 1.1

Table 77

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "DIVORCE AND SEPARATION ADJUSTMENT"

	Priority		Frequency	Percent of Total
Lowest	1		21	26.2
	2		35	43.8
	3		21	26.2
	4		1	1.2
Highest	5		2	2.5
		Total	80	100.0

N = 80 Mean = 2.1
Median = 2.0 Standard Deviation = 0.9

Table 78

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "ADJUSTMENT TO AGING"

	Priority		Frequency	Percent of Total
Lowest	1		27	34.2
	2		33	41.8
	3		14	17.7
	4		4	5.1
Highest	5		1	1.3
		Total	79	100.0

N = 79 Mean = 2.0
Median = 1.9 Standard Deviation = 0.9

Table 79

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "SPOUSE ABUSE AID"

	Priority	Frequency	Percent of Total
Lowest	1	20	24.4
	2	35	42.7
	3	22	26.8
	4	3	3.7
Highest	5	2	2.4
	Total	82	100.0

N = 82 Mean = 2.2
Median = 2.1 Standard Deviation = 0.9

Table 80

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "ADJUSTMENT TO DEATH OF SIGNIFICANT OTHER"

	Priority	Frequency	Percent of Total
Lowest	1	22	27.2
	2	32	39.5
	3	20	24.7
	4	4	4.9
Highest	5	3	3.7
	Total	81	100.0

N = 81 Mean = 2.2
Median = 2.1 Standard Deviation = 1.0

Table 81

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "AMATEUR AND PROFESSIONAL SPORTS PROGRAMS"

	Priority		Frequency	Percent of Total
Lowest	1		25	30.5
	2		27	32.9
	3		15	18.3
	4		9	11.0
Highest	5		6	7.3
		Total	82	100.0

N = 82 Mean = 2.3
Median = 2.1 Standard Deviation = 1.2

Table 82

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "PROFESSIONAL-ACADEMIC PREPARATION"

	Priority		Frequency	Percent of Total
Lowest	1		12	14.8
	2		18	22.2
	3		38	46.9
	4		7	8.6
Highest	5		6	7.4
		Total	81	100.0

N = 81 Mean = 2.7
Median = 2.8 Standard Deviation = 1.1

Table 83

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "CONSUMER EDUCATION"

	Priority		Frequency	Percent of Total
Lowest	1		14	17.1
	2		24	29.3
	3		32	39.0
	4		7	8.5
Highest	5		5	6.1
		Total	82	100.0

N = 82 Mean = 2.6
Median = 2.6 Standard Deviation = 1.1

Table 84

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "EDUCATIONAL CREDIT FOR LIFE EXPERIENCE"

	Priority		Frequency	Percent of Total
Lowest	1		38	46.9
	2		25	30.9
	3		14	17.3
	4		1	1.2
Highest	5		3	3.7
		Total	81	100.0

N = 81 Mean = 1.8
Median = 1.6 Standard Deviation = 1.0

Table 85

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "UNDERSTANDING INTERCULTURAL COMMUNICATIONS"

	Priority		Frequency	Percent of Total
Lowest	1		29	34.5
	2		35	41.7
	3		18	21.4
Highest	5		2	2.4
		Total	84	100.0

N = 84 Mean = 1.9
Median = 1.9 Standard Deviation = 0.9

Table 86

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "BASIC SKILLS"

	Priority		Frequency	Percent of Total
Lowest	1		9	10.8
	2		11	13.3
	3		33	39.8
	4		21	25.3
Highest	5		9	10.8
		Total	83	100.0

N = 83 Mean = 3.1
Median = 3.2 Standard Deviation = 1.1

Table 87

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "SOCIO-POLITICAL INFORMATION AND CURRENT EVENTS"

	Priority		Frequency	Percent of Total
Lowest	1		13	16.9
	2		24	31.2
	3		24	31.2
	4		13	16.9
Highest	5		3	3.9
		Total	77	100.0

N = 77 Mean = 2.6
Median = 2.6 Standard Deviation = 1.1

Table 88

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "SKILLS FOR SELF-SUFFICIENCY"

	Priority		Frequency	Percent of Total
Lowest	1		27	32.5
	2		27	32.5
	3		22	26.5
	4		4	4.8
Highest	5		3	3.6
		Total	83	100.0

N = 83 Mean = 2.1
Median = 2.0 Standard Deviation = 1.0

Table 89

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "MEDICAL-HEALTH CARE INFO AND-OR REFERRAL"

	Priority		Frequency	Percent of Total
Lowest	1		11	13.4
	2		26	31.7
	3		32	39.0
	4		9	11.0
Highest	5		4	4.9
		Total	82	100.0

N = 82 Mean = 2.6
Median = 2.6 Standard Deviation = 1.0

Table 90

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "GENERAL REFERRAL SERVICES"

	Priority		Frequency	Percent of Total
Lowest	1		12	15.0
	2		26	32.5
	3		28	35.0
	4		9	11.2
Highest	5		5	6.3
		Total	80	100.0

N = 80 Mean = 2.6
Median = 2.6 Standard Deviation = 1.1

Table 91

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "DAY CARE CENTER INFORMATION"

	Priority	Frequency	Percent of Total
Lowest	1	17	21.5
	2	30	38.0
	3	25	31.6
	4	3	3.8
Highest	5	4	5.1
	Total	79	100.0

N = 79 Mean = 2.3
Median = 2.3 Standard Deviation = 1.0

Table 92

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "LEGAL AND CIVIL RIGHTS INFORMATION"

	Priority	Frequency	Percent of Total
Lowest	1	13	16.2
	2	35	43.8
	3	22	27.5
	4	6	7.5
Highest	5	4	5.0
	Total	80	100.0

N = 80 Mean = 2.4
Median = 2.3 Standard Deviation = 1.0

Table 93

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "ELIMINATION OF SEX BIAS IN EDUCATION"

	Priority		Frequency	Percent of Total
Lowest	1		30	36.6
	2		31	37.8
	3		16	19.5
	4		3	3.7
Highest	5		2	2.4
		Total	82	100.0

N = 82 Mean = 2.0
Median = 1.9 Standard Deviation = 1.0

Table 94

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "FINANCIAL AID IN EDUCATION"

	Priority		Frequency	Percent of Total
Lowest	1		15	19.2
	2		35	44.9
	3		20	25.6
	4		5	6.4
Highest	5		3	3.8
		Total	78	100.0

N = 78 Mean = 2.3
Median = 2.2 Standard Deviation = 1.0

Table 95

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "FINANCIAL ASSISTANCE"

	Priority		Frequency	Percent of Total
Lowest	1		8	10.3
	2		15	19.2
	3		35	44.9
	4		11	14.1
Highest	5		9	11.5
		Total	78	100.0

N = 78 Mean = 3.0
Median = 3.0 Standard Deviation = 1.1

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Table 96

PRIORITY RANKING RELATIVE TO THE AVAILABILITY OF RESOURCES IN "CHILD ABUSE AID"

	Priority		Frequency	Percent of Total
Lowest	1		19	24.1
	2		29	36.7
	3		21	26.6
	4		8	10.1
Highest	5		2	2.5
		Total	79	100.0

N = 79 Mean = 2.3
Median = 2.2 Standard Deviation = 1.0